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ABSTRACT

This guide is intended to assist vocational training placement personnel responsible for recruiting, counseling, or providing vocational services to disadvantaged or unemployed clients of a Job Training Partnership Act program. The manual is a compilation of verified vocational educational activities related to job placement and followup activities, which are presented in two major chapters. The first of these (chapter 5) contains job activities for the placement personnel, and the second of these (chapter 6) covers job placement competencies for program clients. Explanations, instructional material, and examples are provided for the following job activities of placement specialists: interviewing, coaching, and updating clients; maintaining daily contact with clients and employers; and planning and executing business advisory meetings. Measurable objectives are provided for 17 job placement competencies for program clients, including job search, application, and retention. Developing a placement followup system and evaluating and field-testing a placement program are also addressed. Appendixes to the manual include a list of placement specialist competencies; sample interview, application, and student assessment forms; sample maps; grooming checklists; a model client portfolio; project-related correspondence and record forms; a decision-making progress chart; and materials for use with employers and advisory committees. (MN)

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FOREWORD

Recent emphasis has been placed on placement and follow-up support services for the disadvantaged in JTPA programs. Program operators and vocational and manpower program staff must continue to devise methods and strategies which will provide the JTPA participant with the skills, knowledge and attitudes required to be able to compete effectively for employment in today's labor market.

The development of this Job Placement Program and Follow-Up System Handbook is a true example of interagency coordination and collaborative effort between the California Community College Chancellor's Office, California State Department of Education, business community, and the Orange County Job Training Partnership Agency.

We are indebted to representatives from local business and industry, education, community resources, and public service agencies and a dedicated project staff who comprised the generous contributors that provided the essential input and made this handbook a reality. Appreciation is expressed to the following individuals for their significant contribution and assistance.

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OVERVIEW OF MANUAL

Who It's For

The development of employability competencies is the joint responsibility of the home, the vocational training agency and employers. Vocational training placement personnel, ideally, should include a placement specialist, an outreach worker, vocational instructors and clerical staff (Johnson, Ho, Shellberg and Gomez, 1980). If you are responsible for recruiting, counseling, or providing vocational services for participants who are disadvantaged, unemployed and enrolled in your vocational training program, you will find the information in this manual will provide new insights for success in job placement and follow-up for these participants.

How It Can Help

The job placement activities of the placement personnel should make the job search program as relevant to the disadvantaged client's needs and interests as possible. The better matched the client's competencies are with his/her job search activities, the better prepared he/she will be to find full-time employment. Also, if a client is well-matched with an employer through the placement program, it may promote further employer involvement with disadvantaged students and with the vocational educational program.

Strengthening clients' self-confidence while reviewing, coaching and updating job search behavior should help them secure and keep a job. In an effort to make the individual more saleable to the working world, and therefore more programmed for success in finding employment, a list of job placement activities for the placement personnel is included in this manual. Also highlighted in the following pages are instructions for their application, as well as samples.

What It Includes

This manual is a compilation of verified vocational educational activities that relate to job placement and job follow-up services. The manual has two main division, 1) the job activities for the placement personnel and 2) the job placement competencies for the clients.

Explanations, instruction and examples are provided for each job placement activity for the placement personnel. Each graphic example accompanying an explanation appears in a reduced size on the instruction page of the manual, but is presented in the actual size as an appendix. This allows for an easy-to-follow set of instructions in the manual without interruptions in the reading process. The full-size graphic in the appendix section can provide a ready-to-implement resource. The division presenting the job placement competencies for the clients is composed of criteria-based competencies with measurable objectives.

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INTRODUCTION

Needs Statement

The inception of the Job Training Partnership Act (JTPA) as introduced and implemented in the 1983-1984 fiscal year, identified a number of needs in order for the public sector providers to maximize their efficiency in helping to prepare clients within this community for employment. The local education agencies found major problems in connection with the participants referred for vocational training and job placement under the JTPA programs. There was a basic skills deficiency in many of the clients who were being served by public providers as well as deficiencies in job placement competencies. These deficiencies highlighted the need for a consortium effort to address areas targeted for support.

It is recommended that the reader consult the results of the various consortium members to become acquainted with the entire range of work accomplished during this special project of the Orange County Educational Consortium for Competency Based JTPA Vocational Training. The educational agencies participating in the plan were four Orange County community college districts and two Orange County regional occupational programs. The focus of the educational agencies are Coast Community College District: Electronics Competencies and Vocational English as a Second Language; North Orange County Community College District: Machine Trade Competencies, Job Placement Program and Follow-Up System, and Mobile Educational Services; Rancho Santiago Community College District: Basic Education Literacy Competencies, and Clerical Competencies; Saddleback Community College District: Printing Competencies and Work Maturity Competencies; North Orange County Regional Occupational Program: Pre-Employment Competencies and Health Competencies; and Santa Ana Unified School District: Job Development Strategies.

The need for a placement program and follow-up system was one of the areas addressed by North Orange County Community College District. It was found that difficulty in job placement for JTPA participants was brought about by many factors such as those listed below.

1) Many companies, in order to be productive, were sending certain levels of their production not only out of the county but out of the United States. This brought about a change, again in the type of employment available, and, in fact, raised the employment standards which must be addressed if employment for the hard-to-place unemployed were to be found.

2) A drop in the unemployment figure in Orange County (California Employment Development Department, 1984), affected the applicant pool since the pool of applicants more readily employable had been absorbed by business and industry. This meant that the JTPA applicants, generally speaking, did not meet the standards of high demand occupations within Orange County at the time of enrollment.

3) There had been a dramatic increase in the minority population within Orange County within the past five years. This brought about cultural differences and English language proficiency problems. This has been coupled with language difficulties both in the work place and individually in terms of JTPA participants enrolled in vocational training. This cultural and language proficiency problem hampers these clients in finding employment and in adjusting to the work environment.

4) Orange County has been a leader in technological advances. This change, found most readily in its industrial base, narrowed job opportunities to jobs demanding much higher basic and vocational skills.

5) There has been a change in the industrial base caused by the move of some industries to escape housing and transportation problems within the county. These companies were relocating in areas which provided a better employment base, meaning many participants encountered transportation problems in traveling from the traditional disadvantaged housing areas to new business locations.

There is, therefore, a need for refinement of the placement system for the disadvantaged unemployed population.

> Without a systematic program approach, these activities operate independently of or in competition with existing activities, creating problems for both staff and students. Duplication of efforts and resources, confusion about eligibility for services, and inconsistent public relations programs hamper the efforts of both school and special program personnel.
>
> Programs designed to increase the enrollment of members of minority groups, females, handicapped students, and students with limited-English-speaking ability in vocational education programs often include responsibilities for providing career and labor market information. They also include specialized job development and preemployment skills development. These services are provided either by programs especially designed for these populations or by regular school placement staff. In cooperative arrangements, program objectives and staff responsibilities are clearly defined so that students may be effectively served (Barrow, 1982, p. 20).

In addition, there was a need for the dissemination of the curriculum guides, curriculum and teaching strategies developed by this overall study, between community college districts, community based organizations, secondary school districts and state educational departments to provide models for JTPA programs and their clients.

Competency Based Programs

Practitioners in many fields have been experimenting with techniques for improving the learning process by carefully specifying what is to be learned, how it will be measured, and then designing activities focused on producing the desired learning. To satisfy the needs stated previously, the decision was made to structure the job placement program and follow-up system to answer to competencies relating to job placement which the participants will need to find employment. Competency-based programs demonstrate a direct relation between education and action. The demonstrated acquisition of a skill (or competency) is the one sure evidence of having completed a course of study successfully (Plakos, Plakos and Babcock, 1975).

Competency-based education is based on the needs of both the student and the community, while responding to the continuous changes in those relationships. It is a performance-oriented set of processes that facilitate, measure, and certify learning that reflects functioning in life roles. The concept works within the framework of flexible time limits, and the competencies to be demonstrated are known, pre-determined, clearly stated, and agreed upon by the participant, the agency and the community (California State Department of Education and California Community Colleges, 1983).

To facilitate the explanation of competency-based programs, the following list is included which identifies the main elements or characteristics of a competency-based program.

Characteristics of a Competency-Based Program

1) Instructors, business advisory committees and administrators agree on the goals of the program and then design the most effective organizational and operational strategies for reaching it.

2) Assessment at program entry helps determine the participant's levels of competency and deficiency. Based on these results an employment development plan (EDP) is planned which prescribes the services the participant requires.

3) The teacher makes the program relevant to the real world of business. The outcomes are life skill/role competencies which are explicit, known, and agreed upon by all involved.

4) The length of study is related to the abilities and needs of the learner who must demonstrate competency in the skill area.

5) Instruction is flexible to allow for the particular needs of the participant, whether that be remedial or acceleration.

6) Identification of useful competencies and progressive benchmarks are ongoing activities involving both employers and educators.

7) The basic criterion for evaluation is how well the curriculum helps each student acquire the competencies needed.

8) Continuous research, evaluation, follow-up and revision procedures are built into the program.

9) Certificates or diplomas awarded at the exit of each student identify the competencies achieved by the student and are the formal documents of competency attainment.

10) Accurate progress records on each individual must be kept. These records will let students know where they are and what they need to do to reach their goals.

11) Program evaluation and adaptability determines whether the objectives of the program have been met, as well as contributing to the decision-making necessary to adapt to "changing societal needs and variety of individual participant needs (California State Department of Education and California Community Colleges, 1983, p. 4c)."

Advantages of a Competency-Based Program

1) Entrance requirements are not of primary concern.

2) Students start at their current skills level.

3) Remedial instruction is available on a prescriptive basis.

4) The objective for the student is to learn a skill.

5) Some students reach this goal more quickly than others. Neither the faster nor slower student is penalized.

6) A student has completed the course when the ability or skill to do the job which requires the subject competency has been demonstrated.

Identifying Competencies

The first step in designing a placement curriculum guide is to identify and define the competencies required for the specific steps required to reach this goal of securing employment and advancing up career levels. These fundamental skills may be acquired in an early stage of training, or they may extend throughout the program. They not only will help the student to become employable in his or her chosen occupational area, but they will be useful as he or she moves up the career ladder.

The second step is to research each task and explain the prescribed standard for each competency. The research and development has been completed as a result of this study and is presented in this placement systems guide.

This guide has been developed to identify the competencies necessary for placement activities and for success in its performance. Present curricula should be reviewed in light of the competency-based placement strategies presented in this guide. It may be necessary to modify and enrich current curricula which fail to meet the prescribed minimum levels of competency.

PLANNER'S CHECK LIST

A Planner's Check List facilitates the implementation of an integrated job placement and follow-up system. Considerable research preceded establishing the resources and facilities required for a comprehensive system.

The Community as a Resource

Serving disadvantaged participants requires a collaborative effort. This means involving city, county, state and federal agencies; ethnic and cultural groups; and other human and social service agencies that exist for special target groups (Alameda County Industry Education Council, 1980).

Financial Resources

Funding is a necessary catalyst to facilitate an adequate placement system. Suggested sources include local, county, state and federal agencies; private foundations and private industry. "It is important to identify and make use of cost-free resources available to offset budgetary constraints (Alameda County Industry Education Council, 1980, p. III-1)."

Physical Facilities

Experts are quick to point out that a cardboard box to hold records and references is all that's required to start a placement program. However, as the program is successful and grows, look into storage areas, unused sections of the library, park and recreation facilities, vacated office space in the vocational training sites, state employment department space, surplus office equipment, surplus typewriters from typing classes, unused telephones, and surplus furniture (Alameda County Industry Education Council, 1980).

Personnel

Involving a variety of people in the placement program, both as paid staff and volunteers, will help insure success. The people to contact include the participants themselves, parents, teachers, counselors, clerical workers, school administrators, school board members, business owners, industry, labor, the media, and volunteer groups (Alameda County Industry Education Council, 1980).

PLACEMENT PERSONNEL

The development of employability competencies is the joint responsibility of the home, the vocational training agency and employers. In order for this responsibility to be met, the three sectors must coordinate efforts. To ensure this coordination, parents, teachers and employers must examine the total "dimensions of employability (the range of essential knowledge, skills, and attitudes) and the opportunities each has to contribute to the young person's learning (Selz, 1980, p. 17)."

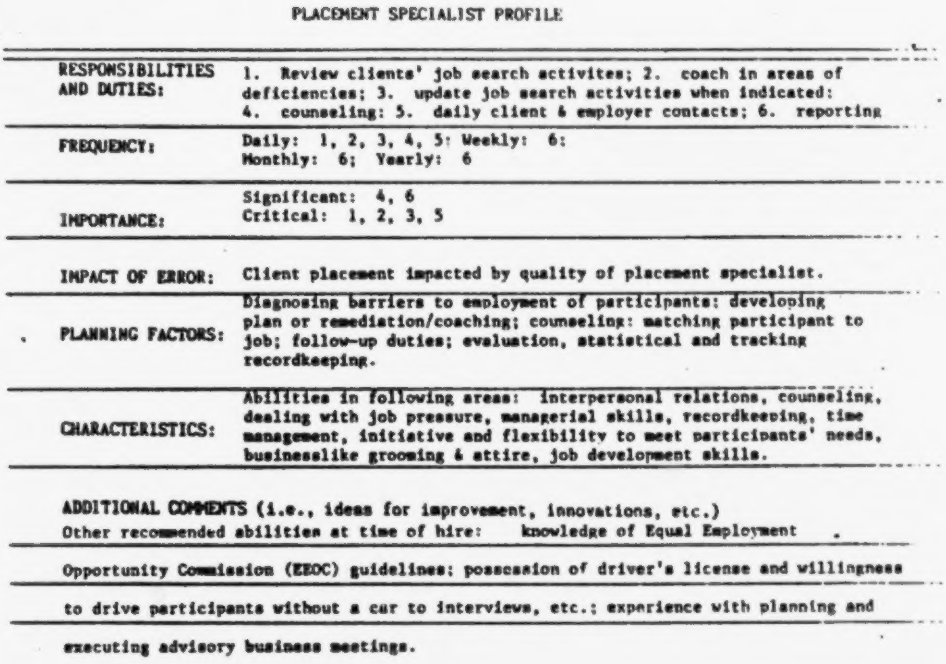
Placement personnel, ideally, should include a placement specialist, an outreach worker, vocational instructors and clerical staff. The placement specialist preferably is an individual with employment and interviewing experience as well as experience in working with the disadvantaged population. Vocational classroom instructors can provide input regarding the participant's actual work performance. Outreach workers are useful to help participants on an individual basis similar to peer counseling. Then, the placement specialist, in the role of a counselor, can schedule sessions with the participants having difficulty (Johnson, Ho, Shellberg and Gomez, 1980).

Staff development programs should be provided which will answer questions such as those posed by Barrow and presented below.

> Staff development programs must be provided, in the near future, for the variety of staff persons in various roles who are involved in the delivery of job placement services. Some questions to be answered in designing such programs are as follows:
>
> How can staff development programs be most effectively designed?
>
> What competencies are required to plan and operate effective programs? What competencies must be taught in staff development programs?
>
> How can effective preservice training be delivered to placement staff hired from outside of the field of education?
>
> Should certification for job placement program staff be required? If so, by whom should staff development programs be provided?
> (Barrow, 1982, pp. 24.)

Diagnosing any barriers to employment the participants may exhibit is a professional task and constitutes an important primary role of the placement specialist. The results of the diagnosis of a participant's problem areas, achieved by utilizing the job placement competencies with measurable objectives included in this manual, are discussed with the participant in the second role of the placement specialist, that of developing an individualized plan of remediation or coaching. The third role of the placement specialist is that of matching the participant to the job. Ideally this is followed by placing the participant and follow-up activities (Alameda County Industry Education Council, 1980).

Current management techniques recommend that an adequate job description or job title profile be developed prior to selecting personnel (Pryor, 1984). In the case of a placement specialist, a profile could resemble Figure 1 (see Appendix A).



PLACEMENT SPECIALIST PROFILE

RESPONSIBILITIES AND DUTIES:	1. Review clients' job search activites; 2. coach in areas of deficiencies; 3. update job search activities when indicated: 4. counseling: 5. daily client & employer contacts; 6. reporting
FREQUENCY:	Daily: 1, 2, 3, 4, 5: Weekly: 6: Monthly: 6; Yearly: 6
IMPORTANCE:	Significant: 4, 6 Critical: 1, 2, 3, 5
IMPACT OF ERROR:	Client placement impacted by quality of placement specialist.
PLANNING FACTORS:	Diagnosing barriers to employment of participants: developing plan or remediation/coaching; counseling: matching participant to job; follow-up duties; evaluation, statistical and tracking recordkeeping.
CHARACTERISTICS:	Abilities in following areas: interpersonal relations, counseling, dealing with job pressure, managerial skills, recordkeeping, time management, initiative and flexibility to meet participants' needs, businesslike grooming & attire, job development skills.

ADDITIONAL COMMENTS (i.e., ideas for improvement, innovations, etc.)
Other recommended abilities at time of hire: knowledge of Equal Employment Opportunity Commission (EEOC) guidelines; possession of driver's license and willingness to drive participants without a car to interviews, etc.; experience with planning and executing advisory business meetings.

Figure 1

Placement Specialist Profile

DEFINITION OF JOB PLACEMENT

Placement may be defined as the procedures and services which cover the entire range of assistance offered by the educational agency to aid clients obtain gainful employment, stay on the job and advance up the career ladder.

The importance of establishing a definition of job placement is multi-faceted since it involves the community, employers, staff and budget of the educational agency, as well as the clients. The inner workings of the job placement system will be derived from the philosophy encompassed in the definition.

Research indicated that there are two major trends in defining job placement. One trend views placement from the environmental options, that is, matching a client with a job. In this event, the client would not necessarily have benefited from any particular vocational training. Rather, the placement specialist would simply match the client's existing skills with the most closely matched job opportunity available. Although counseling may be present, the process appears to be mechanical in nature. Concern is on the job match and is usually limited to job-finding and follow-up (Alameda County Industry Education Council, 1983).

Focusing on the individual student, the second trend in defining job placement emphasizes individual placeability. Placement, then, would be a continuous rather than a one-shot process. This process would encompass a series of steps in the client's career development. (Alameda County Industry Education Council, 1983).

A balanced concept is crucial since it neither ignores the client's individuality nor the employer's needs. A complete range of services, such as those explained in this manual, are necessary to support the job placement program and follow-up system.

A complete job placement program and follow-up system consists of the following broad steps for each client:

Orientation and preparation for placement.

A review and evaluation of job preparedness skills.

Planning corrective measures to overcome existing barriers to employment.

Implementation of job search plan.

Securing employment.

Follow-up.

Each phase follows a sequence:

1) A staff member should be assigned the responsibility for providing the job placement services in each phase.

2) Job placement services should be available to the participants without cost to them.

3) Job placement services should follow orderly procedures as set-forth for each phase.

Further expanding the balanced concept would be the inclusion of the other components composed during this consortium effort such as the vocational training competency-based curriculum guides, the volumes describing work maturity and pre-employment competencies, job development strategies, basic education literacy competencies, and vocational English-as-a-second language competencies.

GLOSSARY

Career - The purposeful pattern of life investment utilizing environmental resources, time, and energy in work and leisure pursuits.

Career Counseling - An exploration process with qualified professionals regarding aspects of their roles in life as they relate to the family, the school, and the community.

Career Development - The process by which an individual adapts work experiences to economic opportunity, technological changes, with personal abilities, needs, or preferences.

Counseling - Employment information and personal guidance.

Classroom Training - Vocational training in a classroom.

Coast Community College District (CCCD) - Huntington Beach, California. Participating educational agency of the Orange County Educational Consortium for Competency Based JTPA Vocational Training, 1984.

Disadvantaged - Persons (other than the physically or mentally handicapped) who have academic or economic handicaps and who require special support services and assistance to succeed.

D.O.T. - The Dictionary of Occupational Titles - A publication of the U.S. Department of Labor, periodically revised, that gives a definition of the titles that have been given to occupations. The D.O.T. describes the work of persons in the occupation and assigns the occupation a code that indicates the degree to which persons in the occupation must be involved with people, data, and things.

Follow-Through Activities - Activities which are extensions and continuations of activities before school departure. These activities can include further career planning, counseling, intervention with the employer to help the worker more effectively meet the requirements of the job, and planning to continue formal education and training if desired.

Industry - A term normally applied to the manufacturing enterprises of the nation. It includes not only manufacturing firms, but all employers, public and private, that may support and enrich the school-based job placement program.

Industry Advisory Committee - A panel of leading employers from the local community who assist the job placement service with planning.

Job Development - Activities of a placement specialist to locate full-time paid jobs and match the job description with the appropriate client.

Job Development Strategies - Systems and procedures that assist the programs in developing appropriate job opportunities for participants.

Job Finding Skills - The abilities an individual needs to locate paid positions suitable to individual's qualifications.

Job Order - A notice from a placement specialist that a position is available. Order includes the requirements and qualifications necessary.

Job Placement Services - Organizations within educational systems specifically for the placement of students in employment, and to the collection of follow-up data reflecting employment.

Job Retention - Assistance to clients to help them adjust or overcome any personal difficulties in the initial months on the job.

Job Training Partnership Act (JTPA) - It is the purpose of this Act to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment (Public Law 97-300) (California State Department of Education and California Community Colleges, 1983).

Occupational Preparation - The learning and the teaching of the most basic employment skills in a selected occupational area to provide job-entry capability in addition to an experience based on which firm career decisions can be made. Occupational preparation in its advanced state is the development of a skill in a selected area extended beyond the most basic performance and knowledge requirements of the occupation. It is not limited to any one instructional setting or learning environment. Occupational preparation delivers entry-level capability and prepares students for further education if or when the student desires to continue studies.

North Orange County Community College District (NOCCCD) - Fullerton, California. Participating educational agency of the Orange County Educational Consortium for Competency Based JTPA Vocational Training, 1984.

North Orange County Regional Occupational Program (NOCROP) - Anaheim, California. Participating educational agency of the Orange County Educational Consortium for Competency Based JTPA Vocational Training, 1984.

On-the-Job-Training (OJT) - Training given to a hired JTPA employee while he or she is engaged in work so as to provide the worker with the knowledge and skills to adequately perform the job.

Placement Competencies - Systems and procedures that assist clients to become employed in situations which meet their needs and the needs of employers.

Pre-Employment Competencies - World of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning, decision making and job search techniques. They also encompass survival skills such as using the telephone, telling time, shopping, making change, renting an apartment, opening a bank account and using public transportation.

Rancho Santiago Community College District (RSCCD) - Santa Ana, California. Participating educational agency of the Orange County Educational Consortium for Competency Based JTPA Vocational Training, 1984.

Saddleback Community College District (SCCD) - Mission Viejo, California. Participating educational agency of the Orange County Educational Consortium for Competency Based JTPA Vocational Training, 1984.

Santa Ana Unified School District (SAUSD) - Santa Ana, California. Participating educational agency of the Orange County Educational Consortium for Competency Based JTPA Vocational Training, 1984.

Strategies - The actual activities, and related procedures considered appropriate in helping the client learn the required skills necessary for successful performance.

Targeted Jobs Tax Credit (TJTC) - A federal tax credit for private employers based on wages paid to qualified workers of seven targeted groups within the population of economically disadvantaged persons. TJTC was set by the Revenue Act of 1978 (Public Law 95-600) (California State Department of Education and California Community Colleges, 1983).

Vocational Training (JTPA) - A short term classroom course to train clients in a vocational area as well as generic job requirements, such as punctuality, attendance, productivity, and following orders on the job.

Work Maturity Competencies - Positive work habits, attitudes and behavior such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions, completing tasks, accepting criticism from supervisors and co-workers, showing initiative and reliablity, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation, obtaining effective interpersonal relations, coping and problem-solving skills and acquiring an improved self-image.

PROCEDURES AND METHODOLOGY

This competency identification for JTPA vocational education programs focused on a consortium effort of four community colleges and two regional occupational programs. In an era of declining resources, it was critical for the program operators and others involved in the delivery of services to JTPA participants to exert a comprehensive coordinated effort directed at improving the delivery of JTPA funded programs. These educational agencies worked together to produce competency-based instructional materials and to identify appropriate strategies, practices and procedures required to provide effective vocational education; and training and placement for JTPA participants enrolled in JTPA programs.

The activities for the total consortium project addressed several targeted program requirements. The focus of the educational agencies were Coast Community College District: Vocational English as a Second Language; North Orange County Community College District: Machine Trade Competencies, Job Placement Program and Follow-Up System, and Mobile Educational Services; Rancho Santiago Community College District: Basic Education Literacy Competencies, and Clerical Competencies; Saddleback Community College District: Printing Competencies and Work Maturity Competencies; North Orange County Regional Occupational Program: Pre-Employment Competencies and Health Competencies; and Santa Ana Unified School District: Job Development Strategies.

The North Orange County Community College District served as the primary agency responsible for the development of job-specific competencies for the machine trades, a job placement program and follow-up system for JTPA participants and a mobile educational support service to provide individualized educational services in the areas of remedial and basic education, VESL, remedial math, communication, job market resource, job orientation and computer literacy (North Orange County Community College District, 1984).

The activities for the Placement and Follow-Up Program were conducted, and included development of placement specialist procedures, student placement and job search procedures, samples of suggested materials, flow charts and linkage information. Field testing was conducted as part of the project. The Placement and Follow-Up Program materials will be disseminated between participating agencies, the State Department of Education, the California Community College Chancellor's Office and VOICE which will allow interested community based organizations and other educational agencies to obtain copies. To accomplish the goals of developing a placement and follow-up system, the following procedural steps were completed:

Procedure Step 1. A critical examination of the available literature and theory incident to this subject was accomplished through libraries, computer retrieval (ERIC and VOICE), conferences, professional journals, government publications, newspapers, symposiums and interviews so that up-to-date information was at hand. Areas of examination were:

1. Need for a placement program and system.
2. Need for a follow-up program and system.
3. Placement program and systems approaches currently in use.
4. Follow-up program and systems approaches currently in use.
5. Valid data on the success of above approaches.
6. Field-testing methods available to help determine validity of newly developed material.
7. Evaluate methods available to help determine validity of newly developed material.

Procedure Step 2. A questionnaire was developed to obtain information from a minimum of ten companies on placement and interview techniques acceptable to them.

Procedure Step 3. An advisory business meeting was planned, scheduled and executed by the staff of the placement program with a minimum of ten companies in an effort to ascertain placement and interview techniques acceptable to business.

Procedure Step 4. An evaluation sheet was developed to obtain information from a minimum of ten companies on the value of the advisory business meeting held with the staff of the placement program and business representatives.

Procedure Step 5. Extensive interviews to further enlarge the data base, prior to development of this system, were scheduled and held with a wide range of individuals working in organizations providing placement and follow-up services to disadvantaged and JTPA clients. Conferences were conducted with representatives from the Santa Ana Unified School District; California State University at Long Beach; Merced College; The Department of Rehabilitation; three private, non-fee employment agencies; Independencia Community Center; Rancho Santiago Community College District; North Orange County Regional Occupational Program; two Orange County Recruitment, Intake and Assessment Centers; The Employment Development Department; Fullerton College, Cypress College and two JTPA vocational programs within the North Orange County Community College District; among others, as well as persons attending the Orange County Educational Consortium for Competency Based JTPA Vocational Training presentation at the CAVE Conference held, June 1, 1984, in San Diego, California.

Procedure Step 6. Based on the information gleaned from steps one through five, a placement and follow-up program was designed and implemented by North Orange County Community College District. It was sufficient in scope to cover the duties and responsibilities of the placement specialist. The placement competencies for the vocationally trained, job-ready student were explained by the criteria-based approach utilizing measureable objectives. It should be noted that the students participating in the initial field testing of this placement and follow-up program had previously studied work maturity and pre-employment competencies concurrently with their vocational training because "by the time students are referred to the job placement offices, they should have a printed resume...and also know what businesses expect in terms of resumes and letters of application (Johnson, Ho, Shellberg and Gomez, 1980, p. 18)."

Procedure Step 7. Field testing was accomplished by the placement specialist working with students enrolled in JTPA vocational training programs.

Procedure Step 8. A consultation with a representative from the Orange County Department of Education was held regarding appropriate evaluation techniques and an evaluation system was developed (Wells, 1984).

Procedure Step 9. A final job placement procedures manual for the placement specialist was compiled.

Procedure Step 10. A final job placement procedures manual for the client was complied.

Procedure Step 11. Dissemination of the product was accomplished between the participating agencies, the State Department of Education, the California Community College Chancellor's Office and VOICE which allows dissemination among interested community based organizations and other educational agencies.

OVERVIEW OF THE MANUAL

This manual is a compilation of verified vocational educational activities that relate to job placement and job follow-up services. The manual has two main divisions, 1) the job placement activities for the placement specialist and 2) the job placement competencies for the clients.

Explanations, instructions and examples are provided for each job placement activity for the placement specialist. Each graphic example accompanying an explanation appears in a reduced size on the instruction page of the manual, but is presented in the actual size as an appendix. This allows for an easy-to-follow set of instructions in the manual without interruptions in the reading process. The full-size graphic in the appendix section can provide a ready-to-implement resource.

The division presenting the job placement competencies for the clients is composed of criteria-based competencies with measurable objectives. The number of competencies which each client must demonstrate to successfully find a job was based on the concept that "it's a job to find a job." Each client, therefore, will be developing competencies which will serve him or her throughout a lifetime in the "world of work."

Special reference should be made of some of the products included in this manual which were developments of this study. The placement manual provides the placement specialist with instructions, check lists, schedules, etc., to aid in designing and carrying out a placement program and follow-up system. A sample of an informative handout packet describing the vocational training provided the clients, and which is appropriate to pass out during a business advisory meeting, is provided. In addition, a prototype resume portfolio has been reproduced in this manual. Such a portfolio is an effective tool during the client's job search.

To further expand the balanced approach of the consortium project, of which this placement project is a part, the reader is recommended to consult the other components of this consortium effort such as the vocational training competency-based curriculum guides, the volumes describing work maturity and pre-employment competencies, job development strategies, basic education literacy competencies, and vocational English-as-a-second language competencies.

IMPLEMENTATION OF A JOB PLACEMENT SYSTEM

Six factors comprise the successful job placement system. The implementation of a job placement system requires their interaction. Good relations should be maintained with all groups involved to find out what opportunities are available. Regular visits, or phone calls can keep contacts up-dated. Figure 2 shows how closely the areas representing duties of the placement program, pre-employment review and follow-up procedures must interact and link with contacts such as those with business and community organizations.

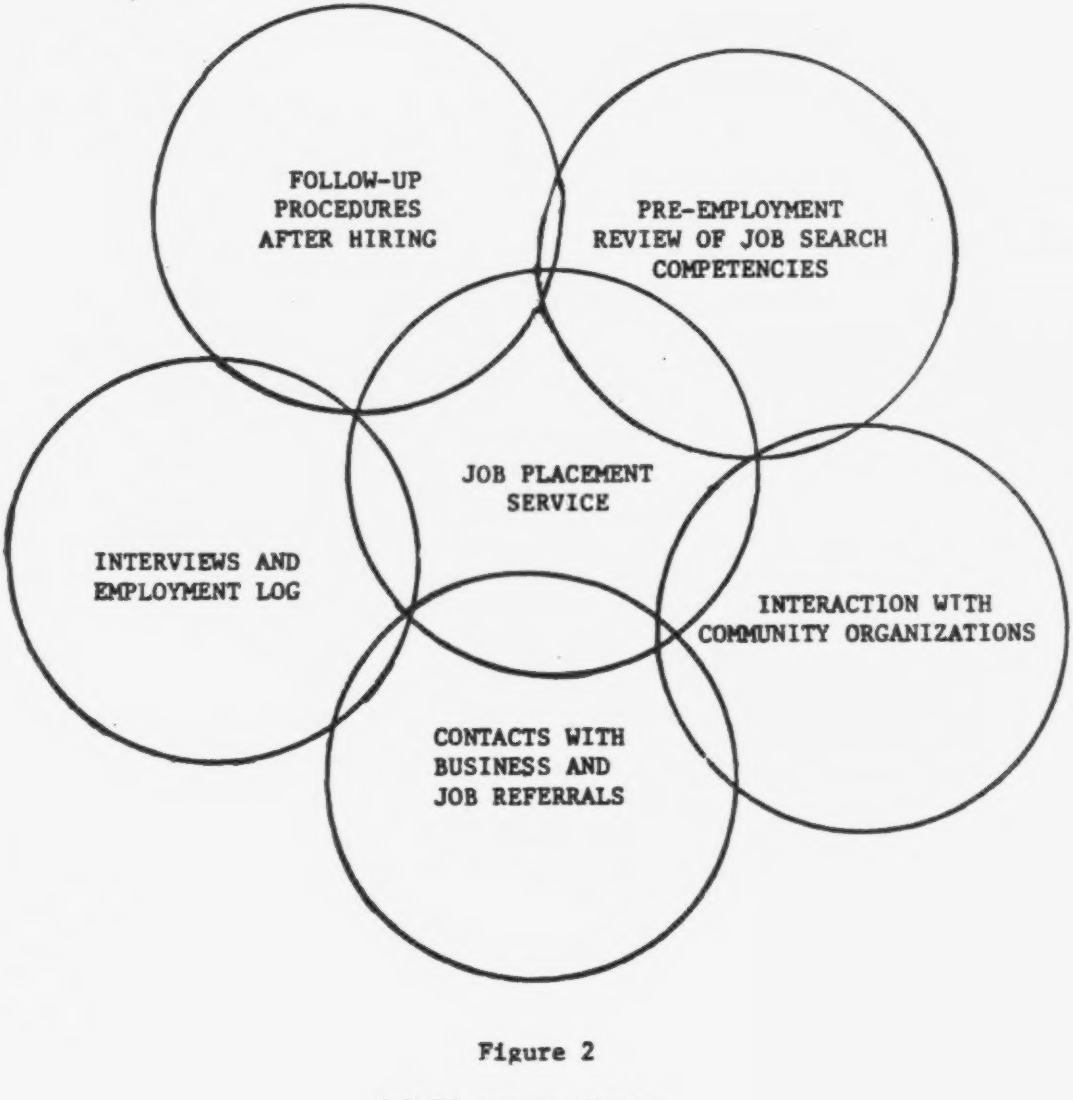

FOLLOW-UP PROCEDURES AFTER HIRING
PRE-EMPLOYMENT REVIEW OF JOB SEARCH COMPETENCIES
JOB PLACEMENT SERVICE
INTERVIEWS AND EMPLOYMENT LOG
INTERACTION WITH COMMUNITY ORGANIZATIONS
CONTACTS WITH BUSINESS AND JOB REFERRALS

Figure 2

Job Placement System

A strategy must be designed so that all of these resources work and interact efficiently. A time-line and/or record system for completion of this interaction will aid this efficiency. Please refer to Appendix U for a copy of the Progress Review which will be suitable for a record system. Alternatives should be selected and criteria developed for each group's activities. Acceptance and interaction of this number and variety of groups is not always easy. Various strategies related to group commitments may be necessary. Reaction data should be obtained from all groups involved in the implementation (Alameda County Industry Education Council, 1980).

In addition to implementing coordination of the job placement program with related auxiliary groups, the individual participant's program job search must be implemented. Suggested program policies follow.

Program Policies

1) Completion of interview verification slips.

2) Signing in and out on a log.

3) Keeping a log of calls, appointments, interviews, and other related job search scheduling.

4) Review of want ads and job listings daily.

5) Calling in response to job leads daily.

6) Mailing resumes and cover letters as indicated.

7) Writing follow-up letters.

8) Making follow-up calls, visits.

9) Registering with non-fee employment agencies.

10) Keeping all appointments relating to job search.

11) Supplying information such as employer, address, phone, salary.

12) Employer's signature on employment verification form.

Excellent resources to assist the reader would be the complete works resulting from the Orange County JTPA Consortium for Competency-Based Vocational Training. Individual manuals cover adult basic education competencies, pre-employment competencies, work maturity competencies, electronics competencies, clerical competencies, machine trade competencies, printing competencies, health competencies, vocational English as a second language, job development strategies, and a placement program and follow-up system. Note that pre-employment competencies, work maturity competencies, the placement program and follow-up system, and job development strategies will be particularly useful for implementation of a total job-related system.

REQUIRED COMPONENTS OF PLACEMENT

Considerable research preceded the development of the comprehensive placement and follow-up system described in this manual. The following requirements have been determined to be essential:

1) The placement services must be flexible enough to meet the needs of the disadvantaged population.

2) Placement services must be on-going.

3) The placement services must enhance the career development of each client.

4) Placement services must provide linkage with other agencies.

5) The placement services must be accountable for proper administration and supervision.

6) There must be no cost to the clients.

7) A formalized system must be followed which coordinates the activities of the placement specialist with the competencies required of the clients.

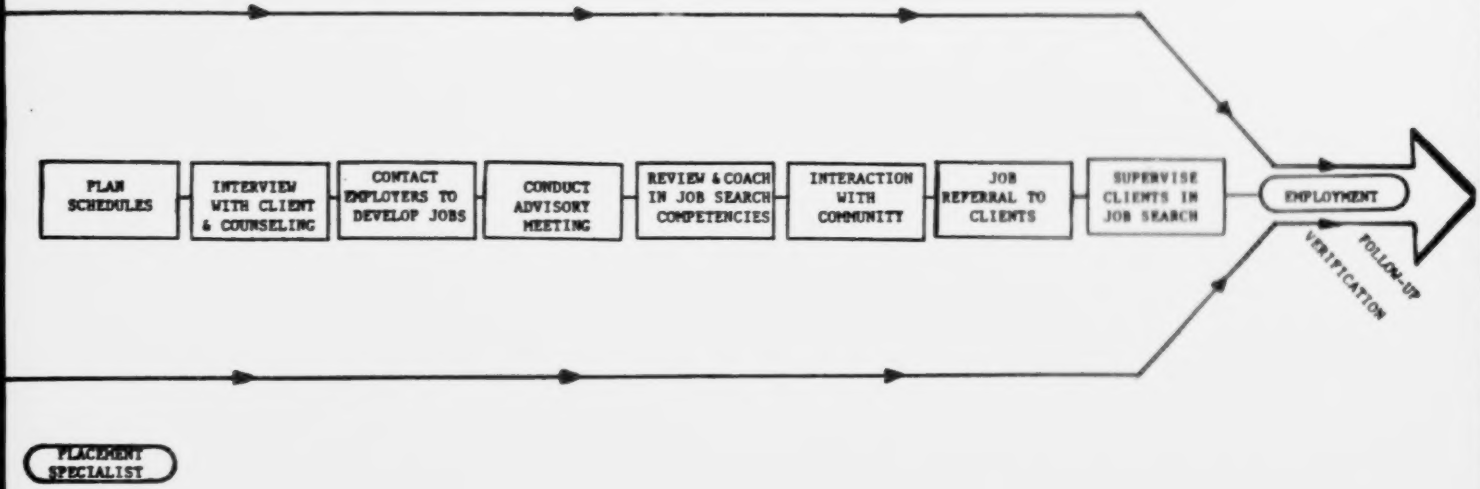
The flow charts on the following three pages depict a placement model that could be adapted to serve all sizes and types of schools.

The emphasis of the first flow chart, Figure 3, clearly outlines the many duties and responsibilities of the placement specialist.

The second pictorial schema, Figure 4, identifies the competencies and responsibilities of the client in job search.

Figure 5, the third pictorial schema is the result of the overlay of the first two, and should highlight the intense cooperation which will occur during every phase of a successful placement program.

FLOW CHART WITH STEPS FOR PLACEMENT SPECIALIST IN JOB SEARCH

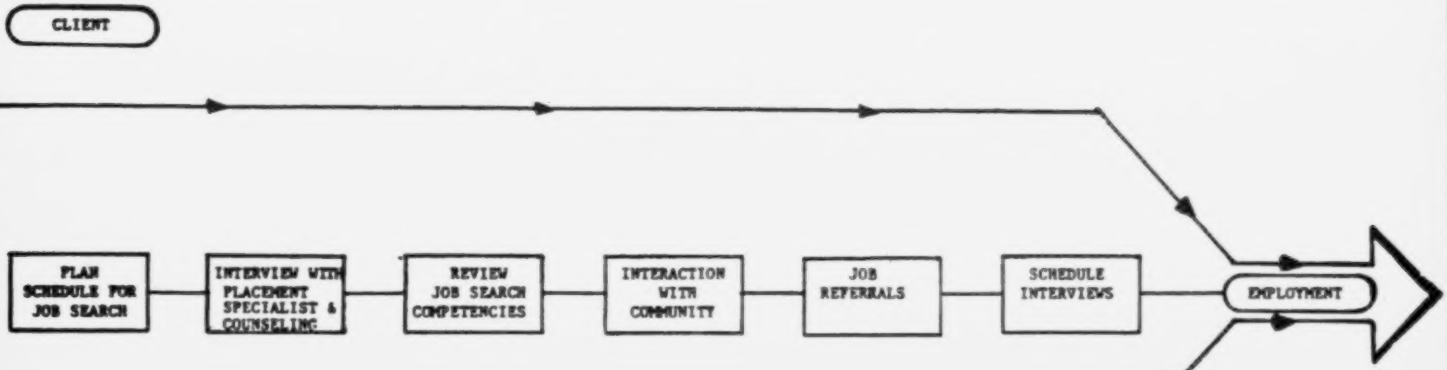

PLAN SCHEDULES
INTERVIEW WITH CLIENT & COUNSELING
CONTACT EMPLOYERS TO DEVELOP JOBS
CONDUCT ADVISORY MEETING
REVIEW & COACH IN JOB SEARCH COMPETENCIES
INTERACTION WITH COMMUNITY
JOB REFERRAL TO CLIENTS
SUPERVISE CLIENTS IN JOB SEARCH
EMPLOYMENT
FOLLOW-UP
VERIFICATION
PLACEMENT SPECIALIST

NOTE: MAY BE USED AS A CHECK LIST

Figure 3

Flow Chart for Placement Specialist in Job Search

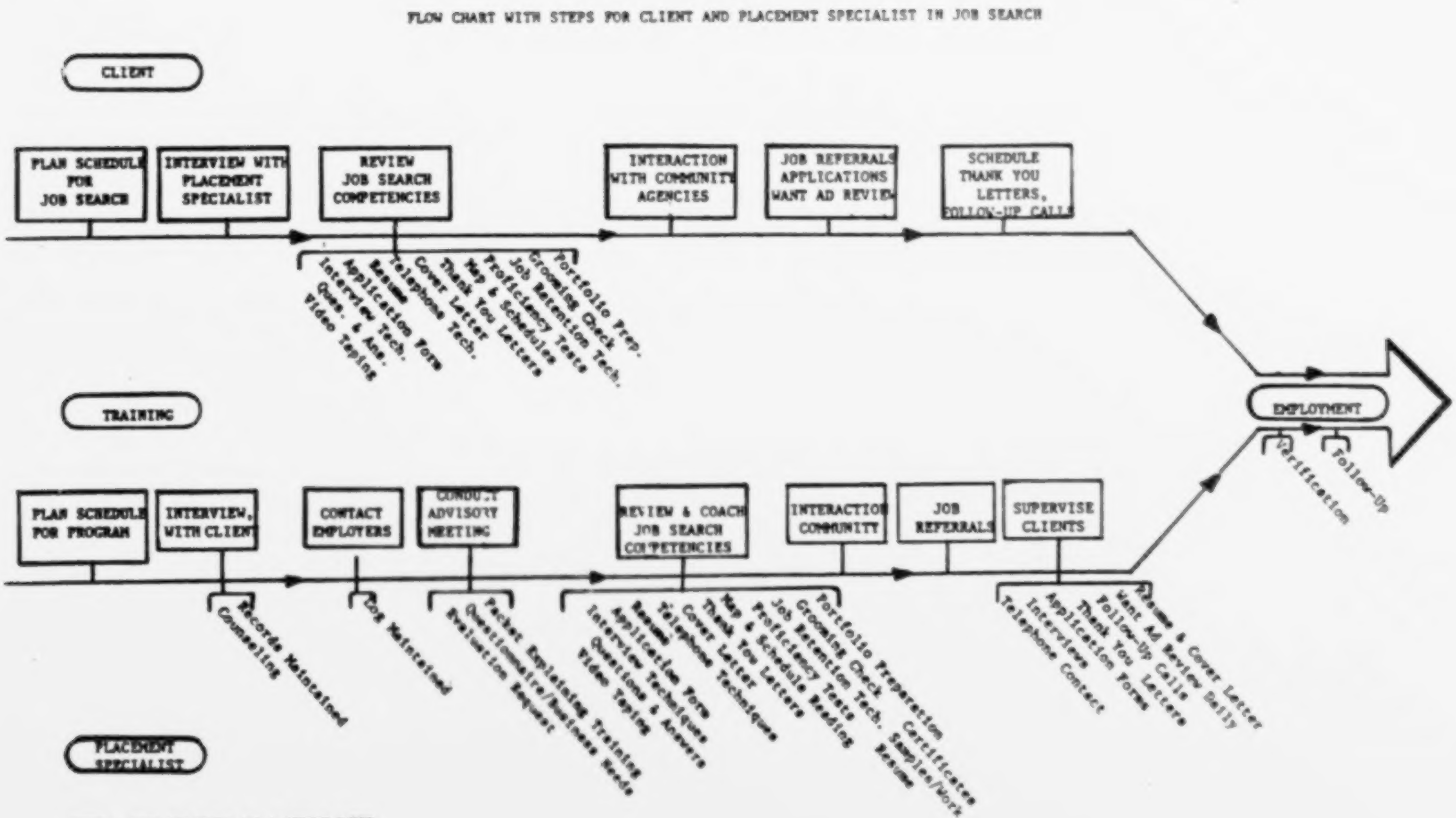
FLOW CHART WITH STEPS FOR CLIENT IN JOB SEARCH


CLIENT
PLAN SCHEDULE FOR JOB SEARCH
INTERVIEW WITH PLACEMENT SPECIALIST & COUNSELING
REVIEW JOB SEARCH COMPETENCIES
INTERACTION WITH COMMUNITY
JOB REFERRALS
SCHEDULE INTERVIEWS
EMPLOYMENT

NOTE: MAY BE USED AS A CHECK LIST

Figure 4

Flow Chart for Client in Job Search


FLOW CHART WITH STEPS FOR CLIENT AND PLACEMENT SPECIALIST IN JOB SEARCH

CLIENT
PLAN SCHEDULE FOR JOB SEARCH
INTERVIEW WITH PLACEMENT SPECIALIST
REVIEW JOB SEARCH COMPETENCIES
Interview Tech.
Ques. & Ans.
Video Taping
Application Form
Resume
Telephone Tech.
Cover Letter
Thank You Letters
Map & Schedules
Proficiency Tests
Job Retention Tech.
Grooming Check
Portfolio Prep.
INTERACTION WITH COMMUNITY AGENCIES
JOB REFERRALS APPLICATIONS WANT AD REVIEW
SCHEDULE THANK YOU LETTERS, FOLLOW-UP CALLS
TRAINING
EMPLOYMENT
Verification
Follow-Up
PLAN SCHEDULE FOR PROGRAM
INTERVIEW, WITH CLIENT
Counseling
Records Maintained
CONTACT EMPLOYERS
Log Maintained
CONDUCT ADVISORY MEETING
Evaluation Request
Questionnaire/Business Needs
Packet Explaining Training
REVIEW & COACH JOB SEARCH COMPETENCIES
Video Taping
Questions & Answers
Interview Techniques
Application Form
Resume
Telephone Techniques
Cover Letter
Thank You Letters
Map & Schedule Reading
Proficiency Tests
Job Retention Tech.
Grooming Check
Portfolio Preparation
Resume
Samples/Work
Certificates
INTERACTION COMMUNITY
JOB REFERRALS
SUPERVISE CLIENTS
Telephone Contact
Interviews
Application Forms
Thank You Letters
Follow-Up Calls
Want Ad Review Daily
Resume & Cover Letter
PLACEMENT SPECIALIST

NOTE: MAY BE USED AS A CHECK LIST

Figure 5

Flow Chart for Client and Placement Specialist

DEVELOPMENT OF A PLACEMENT PROGRAM SCHEDULE

There should be a systematic approach to the development of a relevant placement program. The most probable people to determine a proper placement system are vocational educators, placement specialists, career counselors and work experience coordinators. Various information sources should be used to develop a list of procedures and devise a plan to implement them. A weekly schedule for a placement program might be broken into daily sessions of 6 hours each such as the one that follows. The following schedule would meet the needs of the majority of program participants (Alameda County Industry Education Council, 1980).

FIRST WEEK

MONDAY

I. ORIENTATION (2 hours)
  A. Program Responsibilities and Objectives
  B. Review of Program Handbook
II. CAREER ORIENTATION (2 hours)
    1. Review of careers related to skills training
    2. Review of current starting wages, benefits
    3. Skills and educational levels to assume careers
    4. Employer expectations
    5. Job values
    6. Job decorum
    7. Job retention techniques
    8. Question - Answer session
III. PARTICIPANT PROFILE (2 hours)
  A. Individual interview with client
    1. Highest grade level attained
    2. Educational aspirations
    3. Self-image
    4. Emergency information

TUESDAY

I. REVIEW AND COACHING OF JOB SEARCH COMPETENCIES (6 hours)
  A. Proficiency tests and evaluation in primary job-specific area
    1. Clerical competencies - refer to Clerical Competencies by Orange County Consortium
    2. Health competencies - refer to Consortium
    3. Printing competencies - refer to Consortium
    4. Electronics competencies - refer to Consortium
    5. Machine Trade competencies - refer to Consortium
  B. Job Search preparedness evaluation
    1. Pre-employment competencies - refer to Consortium
    2. Work maturity competencies - refer to Consortium
    3. Placement competencies - included herein
    4. Job development strategies - refer to Consortium
  C. Basic Education Literacy competencies - refer to Consortium

D. Vocational English as a Second Language competencies - refer to Consortium

WEDNESDAY

I. REVIEW AND COACHING OF JOB SEARCH COMPETENCIES
   A. Interviewing Techniques (2 hours)
      1. Discuss important parts of good interview and what employer looks for
      2. Discuss bad interviewing techniques
      3. How to interview before:
         a. One person
         b. Panel of interviewers
      4. What does an interviewee need to know before an interview
         a. History of agency
         b. Knowledge of program
         c. Knowledge of position
      5. Discuss how to close an interview
      6. Role playing
         a. Have participants pair into interviewer and interviewee and reverse role-playing
         b. Review role-playing through use of video-tape
   B. Telephone Communication Techniques (2 hours)
      1. How to use the telephone during job search
      2. Opening sentence for telephone contacts
      3. Taking messages and gathering information
      4. Telephone etiquette and requesting an interview
      5. Tips on how to handle a telephone screening process
   C. Map and Bus Schedule Reading (2 hours)
      1. Assess student's knowledge through practicals

THURSDAY

I. REVIEW AND COACHING OF JOB SEARCH COMPETENCIES
   A. Filling in Job Applications (2 hours)
      1. Discussion of job application mechanics
      2. Presentation of different application models
      3. Discuss general area of application to include:
         a. Name and other demographic information such as message number
         b. Work experience
         c. Educational experience
      4. Resources applicant must provide
         a. References
         b. Social Security Number
   B. Resume Writing (4 hours)
      1. Disuss resume mechanics
      2. Present different resume models
      3. Discuss essential segments of resume
      4. Exercise - Writing and updating resume

FRIDAY

I. REVIEW AND COACHING OF JOB SEARCH COMPETENCIES
   A. Portfolio Preparation (1 hour)
      1. Assemble resume, certificates and samples of skills
   B. Want Ad Review (1 hour)
      1. Telephone calls

    2. Mail resume and cover letter when requested
  C. Interaction with community (4 hours)
    1. Register with a) Employment Development Department
                     b) non-fee employment agencies
                     c) other community groups

SECOND AND SUBSEQUENT WEEKS
MONDAY - FRIDAY

I. JOB SEARCH STRATEGIES IMPLEMENTATION
  A. Group Counseling (1 hour)
  B. Want Ad Review (1 hour)
  C. Check with community agencies (1 hour)
  D. Action on referrals (2 hours)
    1. Phone calls for appointments
    2. Fill out application forms
    3. Interviews
  E. Follow-up (1 hour)
    1. Thank you letters
    2. Follow-up calls regarding company's decision

Individual counseling is on-going as required.

LIST OF JOB PLACEMENT ACTIVITIES FOR THE PLACEMENT SPECIALIST

The job placement activities of the placement specialist should make the job search program as relevant to the disadvantaged client's needs and interests as possible. The better matched the client's competencies are with his/her job search activities, the better prepared he/she will be to find full-time employment. Also, if a client is well-matched with an employer through the placement program, it may promote further employer involvement with disadvantaged students and with the vocational educational program.

The more efforts made by the placement specialist to give disadvantaged clients a realistic view of the world of work, the better prepared they will be for that world. Research found that "by the time students are referred to the job placement offices, they should have a printed resume...and also know what businesses expect in terms of resumes and letters of application (Johnson, Ho, Shellberg and Gomez, 1980, p. 18)."

Strengthening clients' self-confidence while reviewing, coaching and updating job search behavior should help them secure and keep a job. In an effort to make the individual more saleable to the working world, and therefore more programmed for success in finding employment, and based on research (Johnson, Ho, Shellberg and Gomez, 1980), a list of job placement activities for the placement specialist is presented below. Also included in the following pages are instructions for their application, as well as samples.

List of Job Placement Activities for the Placement Specialist

1) Individualized Interview with Clients

2) Review/Coaching/Update of Client's Job Search Activities
    - Interview Techniques
    - Application Form Preparation
    - Resume Preparation
    - Telephone Techniques
    - Cover Letter Preparation
    - Follow-Up Letter, Call, Visit
    - Map and Bus Schedule Reading
    - Registration with Appropriate Agencies
    - Schedule Interviews
    - Want Ad Review, Job Listings
    - Proficiency Test Taking
    - Grooming, Appropriate Attire
    - Positive Attitude
    - Portfolio Preparation
    - Obtaining References
    - Job Retention Knowledge

3) Weekly Client Counseling

    One-on-One
    Group "Pep Telks"
    Problems

4) Daily Client Contact
    Contact Record
    Job Referrals

5) Daily Contact with Employers
    Development On-Site, by Telephone
    Response to Want Ads, Calls by Employers

6) Plan and Execute a Business Advisory Meeting

7) Follow-Up Procedures

PLACEMENT SPECIALIST SCHEDULE

Support staff can play an invaluable role in providing participants with assistance and direction in the job search. With the cooperative effort of the advisory committee, the placement specialist, the instructors representing vocational education program areas, and research of sources relating to job placement, a schedule encompassing the placement specialist's duties can be formulated.

The schedule for the placement specialist can be set up in a variety of ways. For instance, mornings could be designated for reviewing, coaching and updating the job search competencies of the clients, and afternoons for counseling. This schedule might even be reversed (Johnson, Ho, Shellberg and Gomez, 1980). Another possibility is alternating days or weeks. One day (or week) could be spent in the reviewing, coaching and updating of the clients' competencies, the next day (or week) in counseling and pep talks, and the next day (or week) in employer contact and client referrals.

Various arrangements can be made to give disadvantaged clients real-life job search assistance. Since the services of the placement specialist consist of a such a wide range of duties and responsibilities, a weekly schedule which could be patterned similar to Figure 6 (see Appendix A).

NAME: Placement Specialist Schedule **DATE:** ____________

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30					
8:00	1.Job Search Orientation & Plan Schedule	1.Review Job Search Competencies	1.Continue with Review of Job	1.Continue with Review of Job	1.Follow-Up with
8:30	2.Want Ad Review 3.Initial Interviews with	of New Students	Search Competencies	Search Competencies	Student 2.Follow-Up with
9:00	New Students 4.Counseling Sessions	2.Coach New Students on Job	2.Continue Coaching on Job Search	2.Continue Coaching on Job Search	Employers 3.JTPA Regulatory
9:30	5.Assist with Students' Transportation	Search Competencies	Competencies 3.Counseling	Competencies	Paperwork Completion 4.Stat-
10:00	to Interviews 6.Job Referrals	3.Remedial Sessions when	Sessions & General Supervision of		istical Work 5.Office
10:30		Indicated	Clients		&Clerical Duties
11:00					
11:30					

Figure 6

Placement Specialist Schedule (a.m.)

12:00					
12:30	1.Weekly "pep talk" Sessions	1.Plan/Execute Advisory Meeting	1.Interaction with Community	1.Special Arrangements Regarding Special Needs	1.Follow-Up with Student
1:00	2.Contact Appropriate Agencies: Employment, Supportive Services	2.Contact Employers	2.Contact Placement Agencies		2.Follow-Up with Employers
1:30		3.Job Referrals			3.JTPA Regulatory Paperwork Completion
2:00	3.Job Referrals				.Statistical Work
2:30					5.Office &Clerical Duties
3:00					
3:30					
4:00					
4:30					

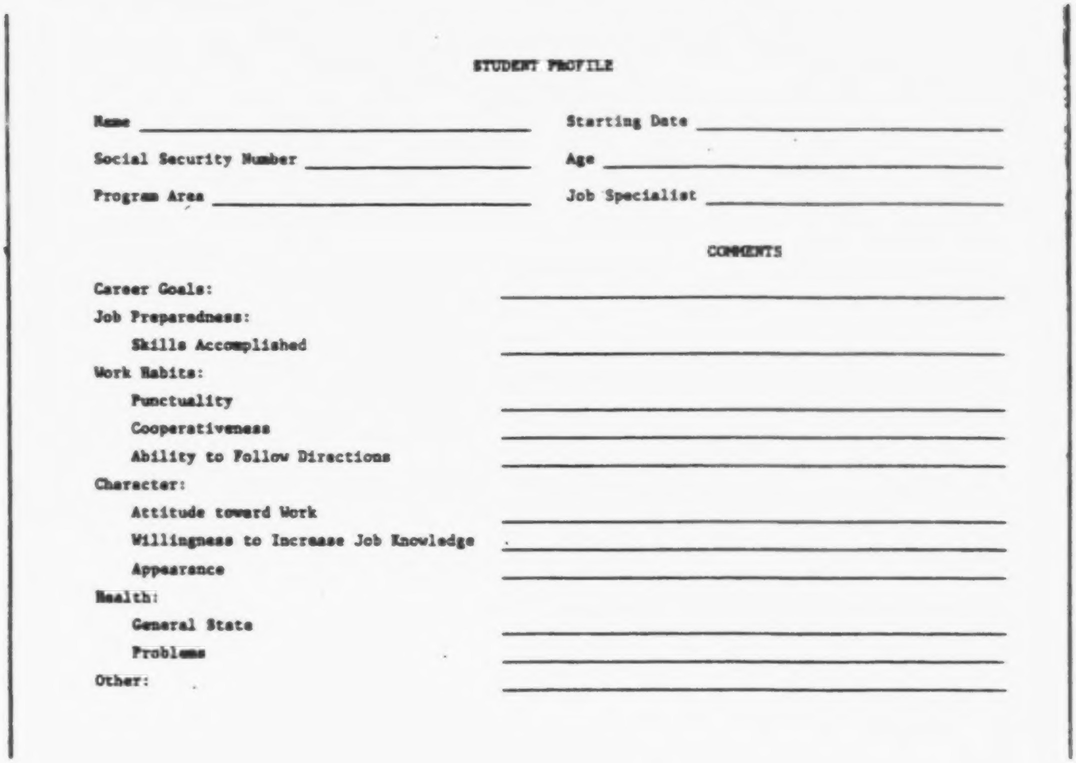
*Refer to flow chart and manual for detailed explanation.

Figure 6 (Continued)

Placement Specialist Schedule (p.m.)

INDIVIDUALIZED INTERVIEW WITH CLIENTS

This counseling activity should be scheduled during the client's vocational training. Areas of concern during the interview are conveying personal and social traits that lead to success in the world of work and preparing necessary paperwork. In order to help the participant find work-related training, it is imperative to know as much about each student as possible. Relevant communication with the student (about character, work habits, interests) obtained through interviews, should be recorded. Figure 7 is an example of a "student profile" that can be modified as desired (see Appendix B).



STUDENT PROFILE

Name ______________________ Starting Date ______________________

Social Security Number ______________________ Age ______________________

Program Area ______________________ Job Specialist ______________________

COMMENTS

Career Goals: ______________________

Job Preparedness:

  Skills Accomplished ______________________

Work Habits:

  Punctuality ______________________

  Cooperativeness ______________________

  Ability to Follow Directions ______________________

Character:

  Attitude toward Work ______________________

  Willingness to Increase Job Knowledge ______________________

  Appearance ______________________

Health:

  General State ______________________

  Problems ______________________

Other: ______________________

Figure 7

Student Profile

During the individualized interview, the placement specialist should review the client's interests, salary needs, working hour requirements, transportation (cost of using own car or public transport), and clothing needs. Previous job experience, education, and training are also factors that must be evaluated. Special employment related barriers should be identified at this time such as:

personal living situations, family ties, financial burdens and expectations, self concept, cultural/ethnic background, legal and medical needs, personal grooming, welfare status, social and psychological barriers. Relevant information can be gathered during this process for the student profile. Clients should be observed for strengths and weaknesses in terms of: ability to communicate, assertiveness, appearance, promptness, attention to detail, time management, physical limitations, motivation, and general attitude towards life.

The role of counseling in this initial job searchinterview is crucial; it affects the client's preparation for employment. The placement specialist tries to ensure that the clients first exposure to job search is a positive experience. This enables the participant to perceive the staff as caring and helpful. Besides relating effectively with clients who have special employment needs, the interviewer must work occasionally in stressful situations, using crisis and intervention techniques, as well as providing evaluation and appropriate referral for services. An example here is of a client who was epileptic and experiencing "silent seizures" as training was ending. The client was not physically able to begin job search. It was determined that a stressful home situation combined with the responsibility of seeking employment were causing the physical condition. Referral was made to professional counseling and within a few weeks' time the client was able to resolve some of the personal problems and begin job search.

Once the placement specialist has assessed the client's needs, an "employment plan" is developed. Some factors that should be considered are:

> Does the client need to further develop job search techniques? If so - which ones?
>
> What sources of job openings does the client have?
>
> Will the client require supportive counseling during job search?
>
> What specific problems, if any, need to be addressed?

INTERVIEW TECHNIQUES

A review of all aspects of pre-employment and work maturity competencies is an important phase in beginning the actual job search and making a successful transition from a vocational training program to the world of work. Provide the participant with an opportunity to simulate an interview situation. A video taped interview is an invaluable aid. The interviewer should provide immediate feedback on the participant's performance. Some sample questions which are commonly asked, and suggested guidelines for appropriate answers are included in Figure 8 (see Appendix C).

1. **What position are you interested in? Mention the job you are applying for, and tell how your skills are appropriate for this position.**
2. **Tell me about your past work experience. Now is the opportunity to tie all your previous paid and volunteer work experience to the requirements of this job.**
3. **Why did you leave your last job? No matter why you left your last job, make this response a positive one. You might say "I left my last job for a greater challenge." If it is apparent that you were fired from your last job, tell the interviewer that you examined your problem with your last employer and have rectified it.**
4. **Tell me about your skills. Remember to include everything! This may mean referring to your resume so that you won't forget anything. The interviewer should have a copy by this time, but you should also keep one in front of you. Also, many companies do an initial screening over the phone prior to your coming in to fill out an application, so be sure to have your resume in front of you during those phone calls because many of those questions will be the same as those on this list.**
5. **Why do you want to work for this company? Look up information about the company and their products before going in for your interview. The library is a good source, or booklets that the company may have available.**
6. **What salary do you expect? It's a good idea to respond with a question. It's possible to ask the interviewer what the company policy is concerning pay for your experience and skills. Also, you might mention a range you'd consider.**
7. **Who are your references? Mention previous employers, teachers and people who can recommend your skills and good work habits. Be sure to ask their permission prior to using them as a reference. It's good manners and besides, a call will serve to remind the individual who you are.**
8. **What do you consider your weakness? Make the weakness into a positive for the company. You might consider being a perfectionist a weakness, but it's one the company will love.**
9. **What do you consider your strength? Be sure to mention a competency that you do well. Make the answer job related.**
10. **What kind of people do you dislike working with? The goal is to be able to get along with everyone. That applies to the world of work as well as to one's everyday life.**
11. **Do you have transportation? Even if you take the bus, ride a bicycle or walk to work, the correct answer is yes. Some employers feel busses are not reliable, so it's best to respond matter-of-factly that your transportation is arranged.**
12. **Do you have anything to add? This is the opportunity for you to mention anything that was not covered in the interview. Things such as additional skills, a foreign language proficiency should be covered in a complete manner in every interview.**

Figure 8
Interview Questions and Answers

Preparing for the job interview should be stressed with all participants. Besides giving clients self-confidence, this preparation gives employers a good impression of the job applicant. A checklist for interview preparation is:

Personal grooming and appearance

Be well prepared: have facts about the company, make sure application form is neat, have resume and copies of work ready, and have diplomas or certificates of training.

Know location of office and be on time.

The job interview is the client's chance to sell him/herself, to show that he/she has the skills necessary for the job and is dependable. A good technique here is to help the client list all strengths and weaknesses and then to verbalize these in the most saleable manner. Some helpful guidelines for clients during interview are:

Employers need to be shown ability to perform the job.

Employers want to know that the interviewee is familiar with their business and the work involved.

Employers want short answers.

Employers want answers that show some thought.

Develop some "standard" answers to commonly asked questions - this allows interviewee to avoid uncertainty.

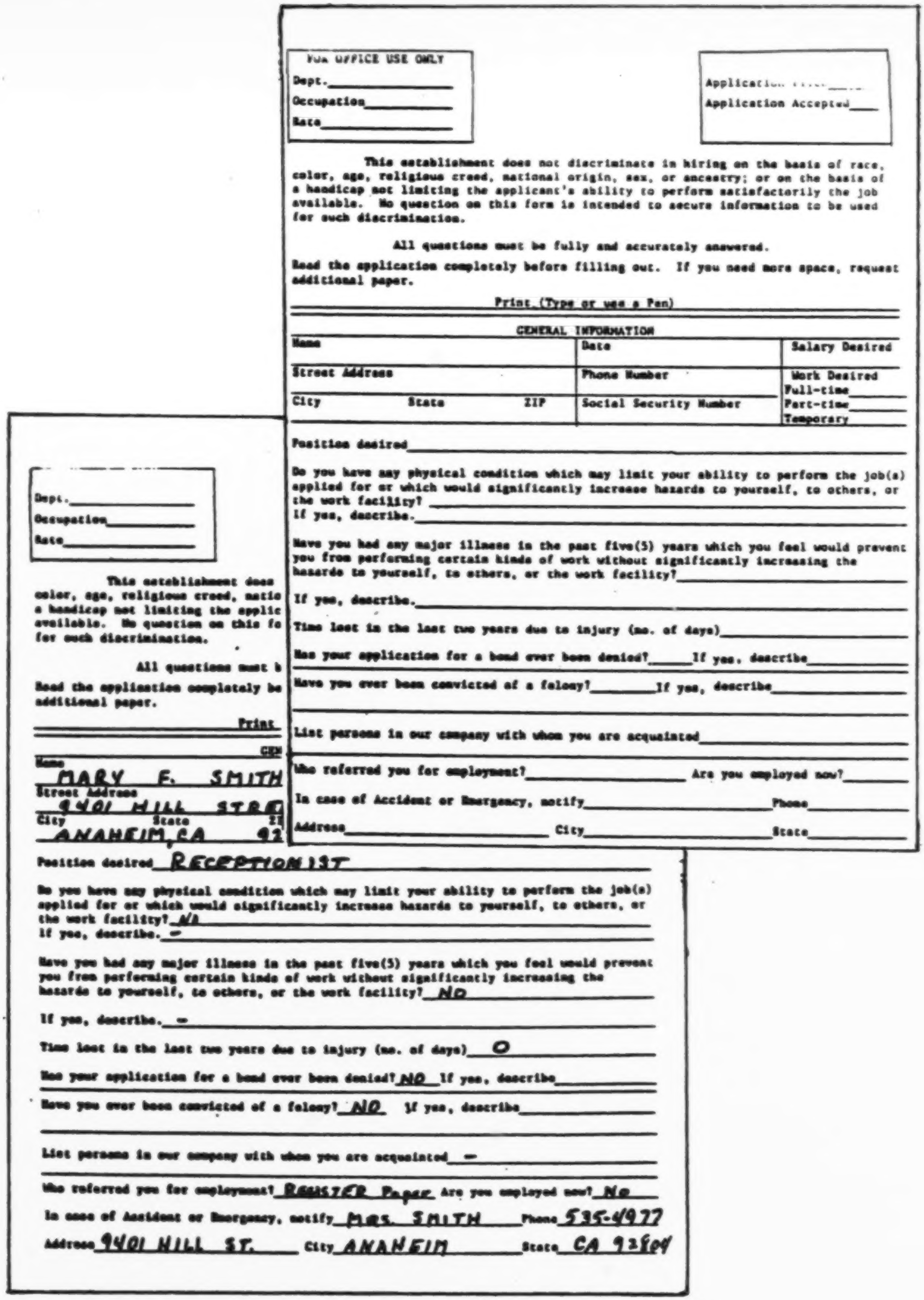
APPLICATION FORM PREPARATION

A review of the client's ability to properly fill out an application form is essential. Employers use the employment application to provide a wide range of information. Facts the employer can determine about the client from the application form include 1) how well the client follows instructions, 2) accomplishments, 3) an indication of job stability, 4) the ability to be thorough and neat, and 5) spelling and grammar skills.

The Application Form Check List

1. Instructions followed, i.e., print, pen. (Note the spelling and printing, if it detracts, type final form.)
2. Current address, social security number, phone number (a message number such as the training program's number is useful).
3. Education - don't omit the job-related vocational training! Include the address, dates, degrees, and certificates.
4. Past work experience with a job title and job description. The telephone number of each employer must be included.
5. List the correct position applied for.
6. Itemize all skills, especially job-related ones.
7. Include any "extras" such as foreign language.

To insure that clients are properly completing the employment application, sample job applications can be used for practice. These can then be reviewed and corrected during counseling sessions. A helpful technique for clients is to carry a completed and corrected application form for reference when making employment applications. Figures 9, 10 and 11 on the following pages are sample application forms, both blank for practice, and completed for examples (see Appendix D).



FOR OFFICE USE ONLY
Dept.__________
Occupation__________
Rate__________

Application [illegible]____
Application Accepted____

This establishment does not discriminate in hiring on the basis of race, color, age, religious creed, national origin, sex, or ancestry; or on the basis of a handicap not limiting the applicant's ability to perform satisfactorily the job available. No question on this form is intended to secure information to be used for such discrimination.

All questions must be fully and accurately answered.

Read the application completely before filling out. If you need more space, request additional paper.

Print (Type or use a Pen)

GENERAL INFORMATION

Name	Date	Salary Desired
Street Address	Phone Number	Work Desired Full-time____
City State ZIP	Social Security Number	Part-time____ Temporary____

Position desired__________

Do you have any physical condition which may limit your ability to perform the job(s) applied for or which would significantly increase hazards to yourself, to others, or the work facility? __________
If yes, describe.__________

Have you had any major illness in the past five(5) years which you feel would prevent you from performing certain kinds of work without significantly increasing the hazards to yourself, to others, or the work facility?__________

If yes, describe.__________

Time lost in the last two years due to injury (no. of days)__________

Has your application for a bond ever been denied?______If yes, describe__________

Have you ever been convicted of a felony?______If yes, describe__________

List persons in our company with whom you are acquainted__________

Who referred you for employment?__________ Are you employed now?______

In case of Accident or Emergency, notify__________Phone______

Address__________ City__________ State______

Dept.__________
Occupation__________
Rate__________

This establishment does
color, age, religious creed, natio
a handicap not limiting the applic
available. No question on this fo
for such discrimination.

All questions must b

Read the application completely be
additional paper.

Print

GEN

Name
MARY F. SMITH
Street Address
9401 HILL STRE
City State ZI
ANAHEIM, CA 92

Position desired RECEPTIONIST

Do you have any physical condition which may limit your ability to perform the job(s) applied for or which would significantly increase hazards to yourself, to others, or the work facility? N/A
If yes, describe. –

Have you had any major illness in the past five(5) years which you feel would prevent you from performing certain kinds of work without significantly increasing the hazards to yourself, to others, or the work facility? NO

If yes, describe. –

Time lost in the last two years due to injury (no. of days) 0

Has your application for a bond ever been denied? NO If yes, describe__________

Have you ever been convicted of a felony? NO If yes, describe__________

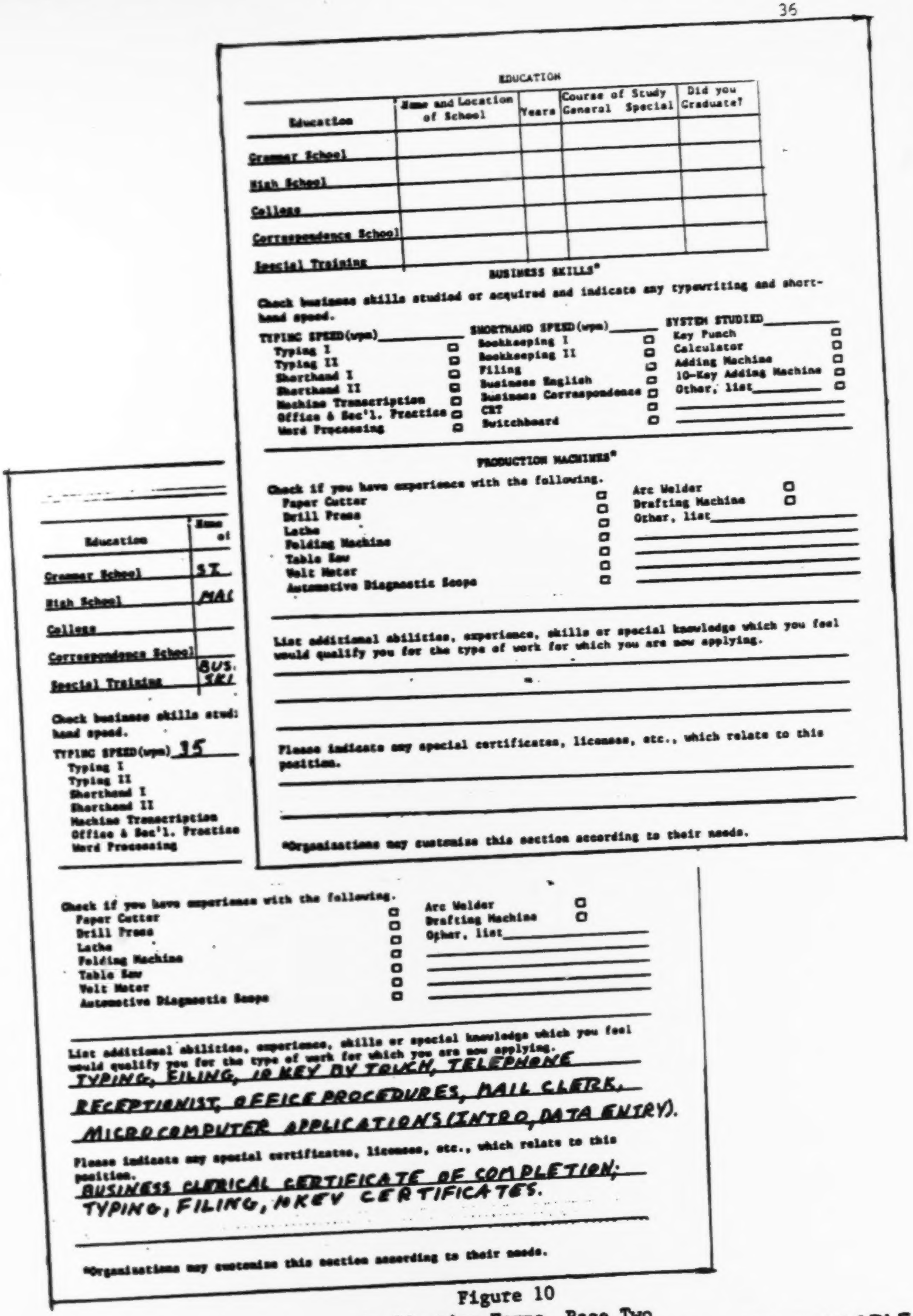
List persons in our company with whom you are acquainted –

Who referred you for employment? REGISTER Paper Are you employed now? NO

In case of Accident or Emergency, notify MRS. SMITH Phone 535-4977

Address 9401 HILL ST. City ANAHEIM State CA 92804

Figure 9
Application Forms, Page One



EDUCATION

Education	Name and Location of School	Years	Course of Study General	Special	Did you Graduate?
Grammar School					
High School					
College					
Correspondence School					
Special Training					

BUSINESS SKILLS*

Check business skills studied or acquired and indicate any typewriting and shorthand speed.

TYPING SPEED(wpm)__________
Typing I ☐
Typing II ☐
Shorthand I ☐
Shorthand II ☐
Machine Transcription ☐
Office & Sec'l. Practice ☐
Word Processing ☐

SHORTHAND SPEED(wpm)__________
Bookkeeping I ☐
Bookkeeping II ☐
Filing ☐
Business English ☐
Business Correspondence ☐
CRT ☐
Switchboard ☐

SYSTEM STUDIED__________
Key Punch ☐
Calculator ☐
Adding Machine ☐
10-Key Adding Machine ☐
Other, list__________ ☐

PRODUCTION MACHINES*

Check if you have experience with the following.
Paper Cutter ☐
Drill Press ☐
Lathe ☐
Folding Machine ☐
Table Saw ☐
Volt Meter ☐
Automotive Diagnostic Scope ☐

Arc Welder ☐
Drafting Machine ☐
Other, list__________

List additional abilities, experience, skills or special knowledge which you feel would qualify you for the type of work for which you are now applying.

Please indicate any special certificates, licenses, etc., which relate to this position.

*Organizations may customize this section according to their needs.

Education	Name of
Grammar School	ST
High School	MAC
College	
Correspondence School	
Special Training	BUS. SKI

Check business skills stud
hand speed.

TYPING SPEED(wpm) 35
Typing I
Typing II
Shorthand I
Shorthand II
Machine Transcription
Office & Sec'l. Practice
Word Processing

Check if you have experience with the following.
Paper Cutter ☐
Drill Press ☐
Lathe ☐
Folding Machine ☐
Table Saw ☐
Volt Meter ☐
Automotive Diagnostic Scope ☐

Arc Welder ☐
Drafting Machine ☐
Other, list__________

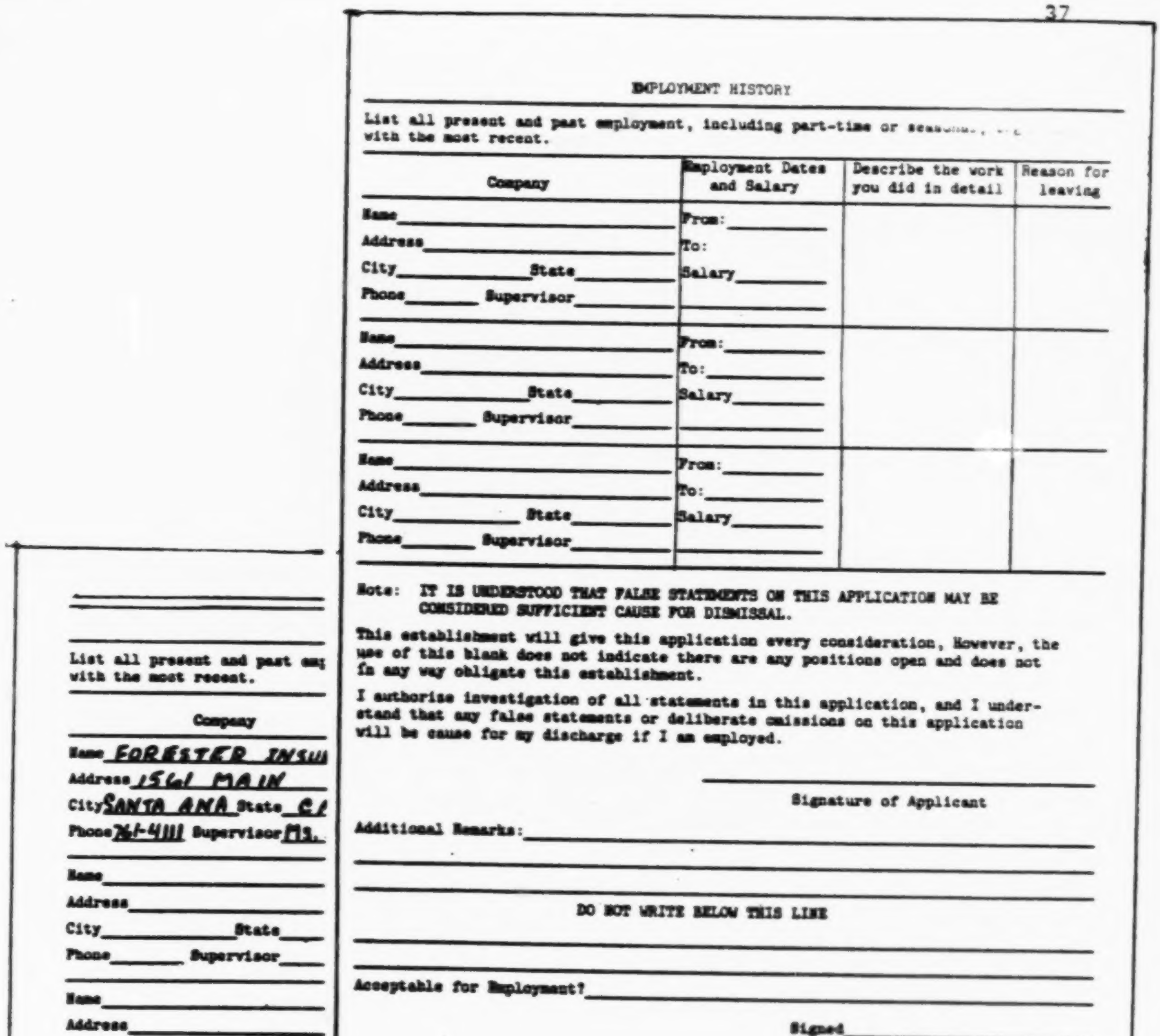
List additional abilities, experience, skills or special knowledge which you feel would qualify you for the type of work for which you are now applying.
TYPING, FILING, 10 KEY BY TOUCH, TELEPHONE
RECEPTIONIST, OFFICE PROCEDURES, MAIL CLERK,
MICROCOMPUTER APPLICATIONS (INTRO, DATA ENTRY).

Please indicate any special certificates, licenses, etc., which relate to this position.
BUSINESS CLERICAL CERTIFICATE OF COMPLETION;
TYPING, FILING, 10KEY CERTIFICATES.

*Organizations may customize this section according to their needs.

Figure 10
Application Forms, Page Two

BEST COPY AVAILABLE



EMPLOYMENT HISTORY

List all present and past employment, including part-time or seasona..., ...
with the most recent.

Company	Employment Dates and Salary	Describe the work you did in detail	Reason for leaving
Name______ Address______ City______ State______ Phone______ Supervisor______	From:______ To: Salary______		
Name______ Address______ City______ State______ Phone______ Supervisor______	From:______ To:______ Salary______		
Name______ Address______ City______ State______ Phone______ Supervisor______	From:______ To:______ Salary______		

Note: IT IS UNDERSTOOD THAT FALSE STATEMENTS ON THIS APPLICATION MAY BE CONSIDERED SUFFICIENT CAUSE FOR DISMISSAL.

This establishment will give this application every consideration, However, the use of this blank does not indicate there are any positions open and does not in any way obligate this establishment.

I authorize investigation of all statements in this application, and I understand that any false statements or deliberate omissions on this application will be cause for my discharge if I am employed.

____
Signature of Applicant

Additional Remarks:____________________

DO NOT WRITE BELOW THIS LINE

Acceptable for Employment?____________________

Signed____________________
(TITLE)____________________

C. Coad

List all present and past em
with the most recent.

Company
Name FORESTER INSU Address 1561 MAIN City SANTA ANA State C Phone 761-4111 Supervisor M
Name______ Address______ City______ State______ Phone______ Supervisor______
Name______ Address______ City______ State______ Phone______ Supervisor______

Note: IT IS UNDERSTOOD THAT FALSE STATEMENTS ON THIS APPLICATION MAY BE CONSIDERED SUFFICIENT CAUSE FOR DISMISSAL.

This establishment will give this application every consideration, However, the use of this blank does not indicate there are any positions open and does not in any way obligate this establishment.

I authorize investigation of all statements in this application, and I understand that any false statements or deliberate omissions on this application will be cause for my discharge if I am employed.

Mary Smith
Signature of Applicant

Additional Remarks: I'M BILINGUAL, SPANISH AND ENGLISH. REFERENCES AVAILABLE. RESUME ACCOMPANIES APPLICATION.

DO NOT WRITE BELOW THIS LINE

Acceptable for Employment?____________________

Signed____________________
(TITLE)____________________

Figure 11
Application Forms, Page Three

RESUME PREPARATION

The summary of facts referred to as a resume or personal data sheet enable the client to put his/her best foot forward. Whereas the application form requests information which may demonstrate barriers to employment, the resume provides an opportunity to select a format and style which will highlight the person's qualifications. The resume must address 1) the career objective; 2) the education, particularly the job-related vocational training; 3) all competencies and skills, whether learned previously, or more recently; 4) past work experience, paid or volunteer; 5) a sentence about honors, special abilities such as a second language, and outside interests, as well as job-related interests; and 6) a minimum of two references, their titles, addresses and phone numbers. Good references are instructors and former employers.

The Resume Check List

1) Heading of resume includes name, current address, phone number (a message number such as the training program's number is useful).

2) Personal pronouns may be used only in the "Career Objectives" and "Personal" sections.

3) Utilize many action words.

4) Vocational education and Certificates listed under "Education". High School and higher education degrees also listed.

5) All competencies, whether learned in the past or more recently, listed in the "Competencies" or "Skills" section.

6) "Work Experience" includes paid and volunteer work. Choose the best style: company's name, job title and job description; or combine assorted job experiences in one description (especially useful if the client has job-hopped).

7) Ascertain if student obtained permission to use the individual as a reference. No relatives.

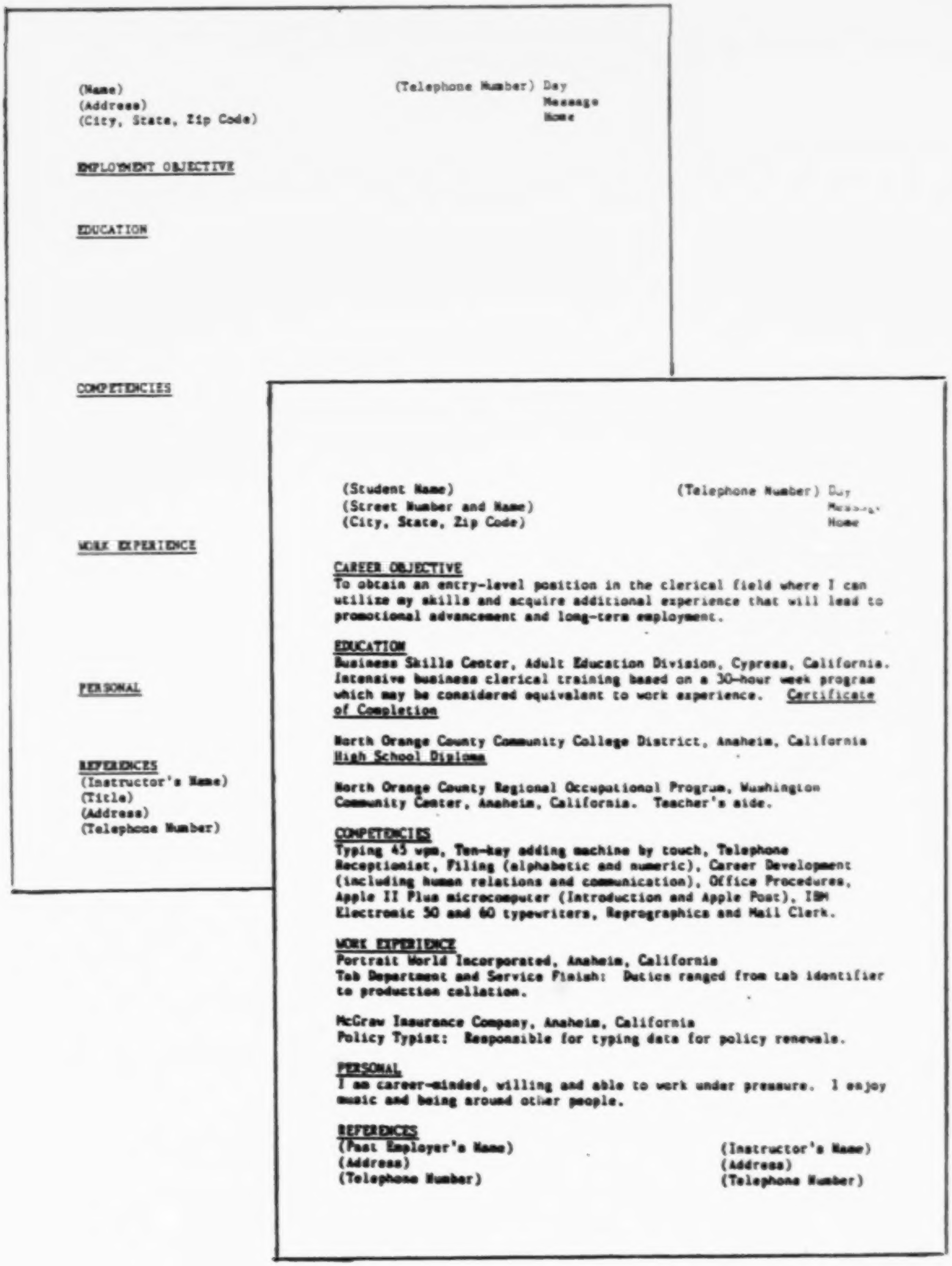
8) Resume must be typed.

9) Remind student to provide a good copy of the resume with every application.

10) Remind student to use the resume as an aid in filling out applications and during interviews.

11) Include the resume as the first page of a portfolio containing work samples.

Sample resumes, Figures 12 and 13, follow on the next two pages (see Appendix E).



(Name)
(Address)
(City, State, Zip Code)

(Telephone Number) Day
Message
Home

EMPLOYMENT OBJECTIVE

EDUCATION

COMPETENCIES

WORK EXPERIENCE

PERSONAL

REFERENCES
(Instructor's Name)
(Title)
(Address)
(Telephone Number)

(Student Name)
(Street Number and Name)
(City, State, Zip Code)

(Telephone Number) Day
Message
Home

CAREER OBJECTIVE
To obtain an entry-level position in the clerical field where I can utilize my skills and acquire additional experience that will lead to promotional advancement and long-term employment.

EDUCATION
Business Skills Center, Adult Education Division, Cypress, California. Intensive business clerical training based on a 30-hour week program which may be considered equivalent to work experience. Certificate of Completion

North Orange County Community College District, Anaheim, California
High School Diploma

North Orange County Regional Occupational Program, Washington Community Center, Anaheim, California. Teacher's aide.

COMPETENCIES
Typing 45 wpm, Ten-key adding machine by touch, Telephone Receptionist, Filing (alphabetic and numeric), Career Development (including human relations and communication), Office Procedures, Apple II Plus microcomputer (Introduction and Apple Post), IBM Electronic 50 and 60 typewriters, Reprographics and Mail Clerk.

WORK EXPERIENCE
Portrait World Incorporated, Anaheim, California
Tab Department and Service Finish: Duties ranged from tab identifier to production collation.

McGraw Insurance Company, Anaheim, California
Policy Typist: Responsible for typing data for policy renewals.

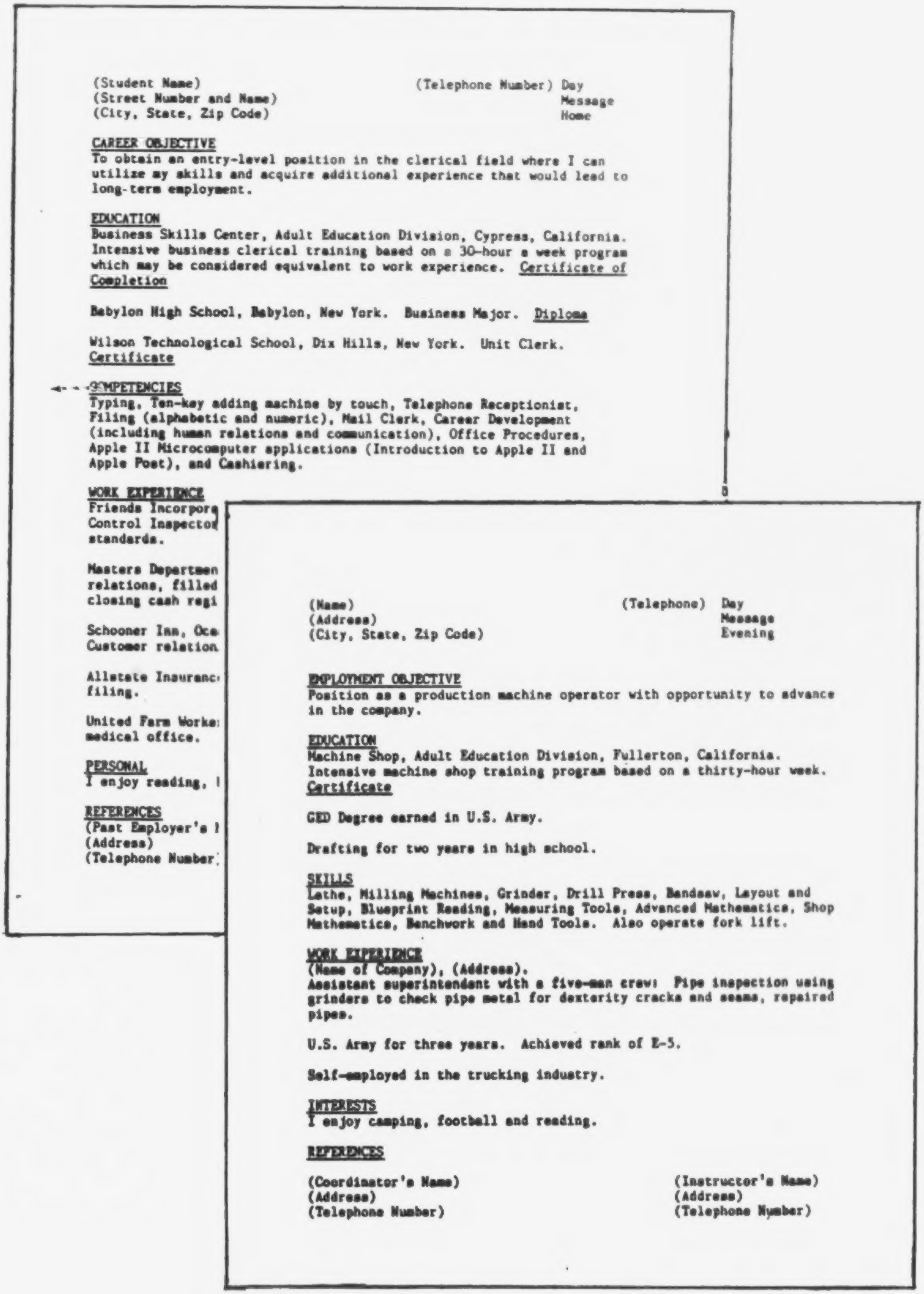
PERSONAL
I am career-minded, willing and able to work under pressure. I enjoy music and being around other people.

REFERENCES
(Past Employer's Name)
(Address)
(Telephone Number)

(Instructor's Name)
(Address)
(Telephone Number)

Figure 12

Resume Outline



(Student Name)
(Street Number and Name)
(City, State, Zip Code)

(Telephone Number) Day
Message
Home

CAREER OBJECTIVE
To obtain an entry-level position in the clerical field where I can utilize my skills and acquire additional experience that would lead to long-term employment.

EDUCATION
Business Skills Center, Adult Education Division, Cypress, California. Intensive business clerical training based on a 30-hour a week program which may be considered equivalent to work experience. Certificate of Completion

Babylon High School, Babylon, New York. Business Major. Diploma

Wilson Technological School, Dix Hills, New York. Unit Clerk. Certificate

COMPETENCIES
Typing, Ten-key adding machine by touch, Telephone Receptionist, Filing (alphabetic and numeric), Mail Clerk, Career Development (including human relations and communication), Office Procedures, Apple II Microcomputer applications (Introduction to Apple II and Apple Post), and Cashiering.

WORK EXPERIENCE
Friends Incorpor
Control Inspecto
standards.

Masters Departmen
relations, filled
closing cash regi

Schooner Inn, Oce
Customer relation

Allstate Insuranc
filing.

United Farm Worke
medical office.

PERSONAL
I enjoy reading,

REFERENCES
(Past Employer's
(Address)
(Telephone Number

(Name)
(Address)
(City, State, Zip Code)

(Telephone) Day
Message
Evening

EMPLOYMENT OBJECTIVE
Position as a production machine operator with opportunity to advance in the company.

EDUCATION
Machine Shop, Adult Education Division, Fullerton, California. Intensive machine shop training program based on a thirty-hour week. Certificate

GED Degree earned in U.S. Army.

Drafting for two years in high school.

SKILLS
Lathe, Milling Machines, Grinder, Drill Press, Bandsaw, Layout and Setup, Blueprint Reading, Measuring Tools, Advanced Mathematics, Shop Mathematics, Benchwork and Hand Tools. Also operate fork lift.

WORK EXPERIENCE
(Name of Company), (Address).
Assistant superintendent with a five-man crew: Pipe inspection using grinders to check pipe metal for dexterity cracks and seams, repaired pipes.

U.S. Army for three years. Achieved rank of E-5.

Self-employed in the trucking industry.

INTERESTS
I enjoy camping, football and reading.

REFERENCES

(Coordinator's Name)
(Address)
(Telephone Number)

(Instructor's Name)
(Address)
(Telephone Number)

Figure 13

Resume Samples

TELEPHONE TECHNIQUES

One of the common barriers to employment is lack of good communication skills. If a client is unable to express him/herself clearly, the opportunity for an effective first impression is lost. Job leads require contact by the client. Many times this contact is over the phone. Review the client's telephone manners to insure they are "working" for him/her.

A Telephone Techniques Check List

The client's opening statement should accomplish the following:

1) identify oneself

2) explain the purpose of the call

3) express an interest in the position

4) mention the job-related training

5) request an appointment to fill out an application, or interview. (The client's smile should be "heard" during the telephone conversation!).

The client should be coached on the fact that many businesses conduct a telephone screening as part of the contact telephone call. There are about five questions which are commonly asked over the telephone by interviewers to start off the selection process. Remind the client to have his/her resume handy as a reference when making contact telephone calls.

COMMENTS

1) "Tell me about your skills." You'll remember you have already written your resume. Be ready to read your skills as listed on your resume.

2) "Tell me about your education." Be sure to explain your training in detail. Refer to your resume.

3) "Tell me about your previous work experience." Hopefully, your previous work experience will be somewhat related to the company's needs. However, your vocational training may be considered equivalent to work experience by many companies.

4) "What salary do you expect?" Keep your expectations realistic.

5) "Would you be agreeable to take some tests to help determine the suitability of your skills for working in our office?" You want to

answer "yes" to this because proficiency tests are part of the hiring process in many cases.

Another good use of the telephone technique is for follow-up after the job interview. The client's phone call should be made two to three days after the interview. This call indicates the client's interest in the job and may influence the final selection of qualified applicants. Guidelines for the follow-up call appear in the Follow-Up Call section in this manual.

The client should keep a record of all employer contacts made. This enables him/her to readily refer to necessary information when the client receives telephone calls or written correspondence from employers already contacted. There is nothing worse than telling an employer, "I don't remember calling you, what was the job again?" The client's records should be similar to Figure 14 (see Appendix F).

1) Record contacts including names, phone numbers, and addresses.

2) Record appointments and remarks.

EMPLOYER CONTACT LIST

DATE	TIME OF DAY	NAME & ADDRESS OF EMPLOYER	PHONE NUMBER	NAME OF PERSON WHO HIRES	RESULTS
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			
		Type of Job:			

Figure 14

Employer Contact List

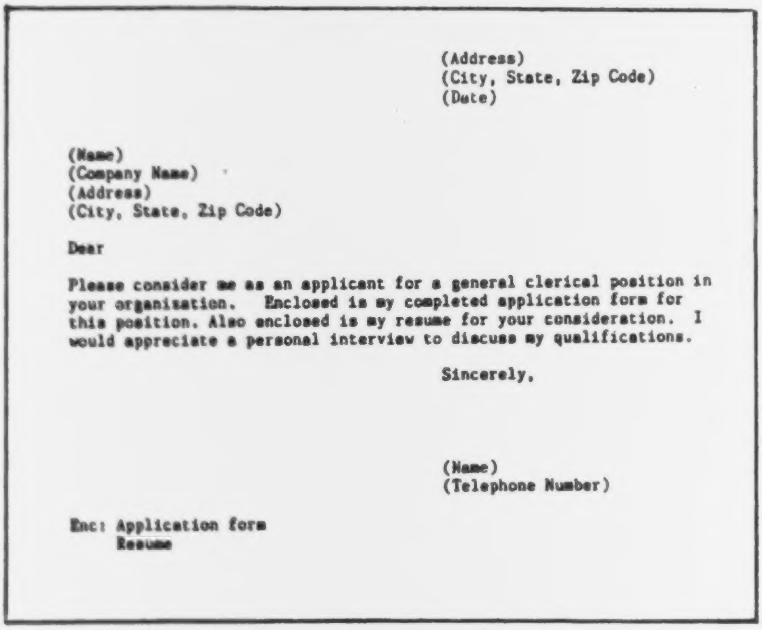
COVER LETTER PREPARATION

The purpose of the cover letter is to enable the client to initially make a favorable impression on the employer. The cover letter is good communication, it can increase the client's opportunities for finding employment. It is the client's introduction to the employer and should be well written (Zedlitz, 1981).

A cover letter is composed of a few paragraphs identifying 1) the job being applied for, 2) the client's qualifications, and 3) a request for an interview. It is recommended that each cover letter be accompanied by a resume. Conversely, no resume should be mailed without a cover letter. The cover letter is particularly important when answering want ads. Figure 15 is a good example (see Appendix G).

The Cover Letter Check List

1. Proper name and address of company. Name of a specific person, if available.
2. Desired job position mentioned.
3. Qualifications stated.
4. Request for an interview.
5. Correct business style for letter, typed on 8 1/2" x 11" paper.
6. Telephone number and return address of applicant included.
7. Resume enclosed.



(Address)
(City, State, Zip Code)
(Date)

(Name)
(Company Name)
(Address)
(City, State, Zip Code)

Dear

Please consider me as an applicant for a general clerical position in your organization. Enclosed is my completed application form for this position. Also enclosed is my resume for your consideration. I would appreciate a personal interview to discuss my qualifications.

Sincerely,

(Name)
(Telephone Number)

Enc: Application form
Resume

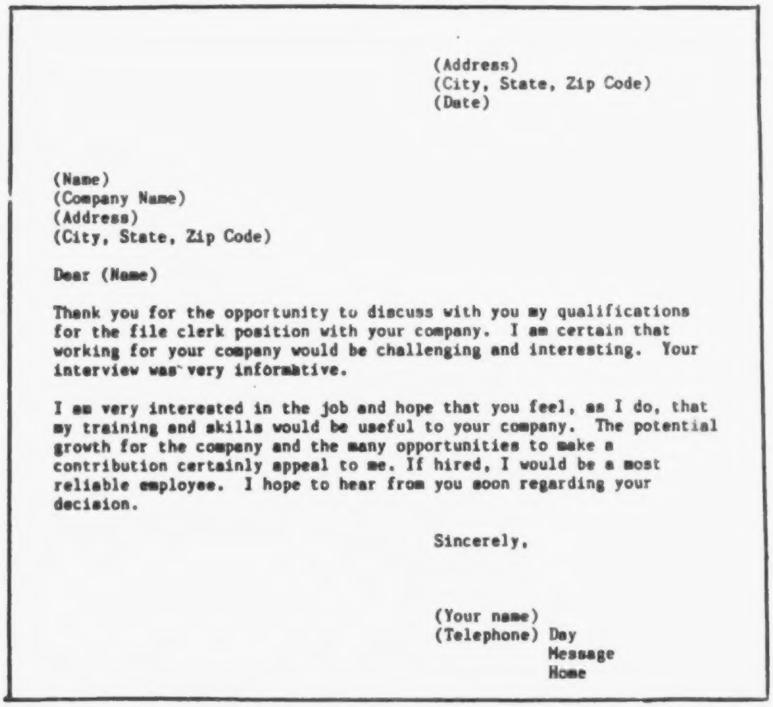
Figure 15

Cover Letter

FOLLOW-UP LETTERS, CALLS, VISITS

When deciding which applicant is best suited to the job available, the interviewer's selection may well be made on the applicant's interest in the job. For that reason, emphasis must be placed on the follow-up thank you letter, follow-up calls and return visits after an interview has taken place.

Immediately after every interview, the client should mail a post-interview letter. The letter should follow the style and format for a business letter and be typed on 8 1/2" x 11" bond paper. Have the client address the letter to the individual who interviewed him or her and include the interviewer's title. The letter should express appreciation for the interview, mention any information or comments that may have been overlooked during the interview and indicate the client's interest in the position (Zedlitz, 1981, pp. 19 and 20). Be sure the client includes his or her own telephone number, the program's number, and a message number, if possible. The placement specialist should read and review each letter carefully. Figure 16 is a sample post-interview letter (see Appendix H).



(Address)
(City, State, Zip Code)
(Date)

(Name)
(Company Name)
(Address)
(City, State, Zip Code)

Dear (Name)

Thank you for the opportunity to discuss with you my qualifications for the file clerk position with your company. I am certain that working for your company would be challenging and interesting. Your interview was very informative.

I am very interested in the job and hope that you feel, as I do, that my training and skills would be useful to your company. The potential growth for the company and the many opportunities to make a contribution certainly appeal to me. If hired, I would be a most reliable employee. I hope to hear from you soon regarding your decision.

Sincerely,

(Your name)
(Telephone) Day
Message
Home

Figure 16

Follow-Up Letter

Two to three days after a client's interview, or on a date specified by the interviewer during the interview, the client should be encouraged to make a return call or visit to determine if a decision has been made about the job opening. Following is a summary of points to cover in coaching sessions regarding a conversation which could take place during a return call or visit.

Follow-Up Calls and/or Visits

Coach the client to do the following:

1. Reintroduce him or herself. "Hello, Mr. Jones. This is Maria Gonzalez."

2. Mention the day and date of the interview. "I interviewed with you last Thursday, June 3rd..."

3. Mention the title of the job opening. "...for the position of clerk typist."

4. Add any additional information or comments which may have been omitted during the interview. "I should have mentioned that I'm fluent in Spanish."

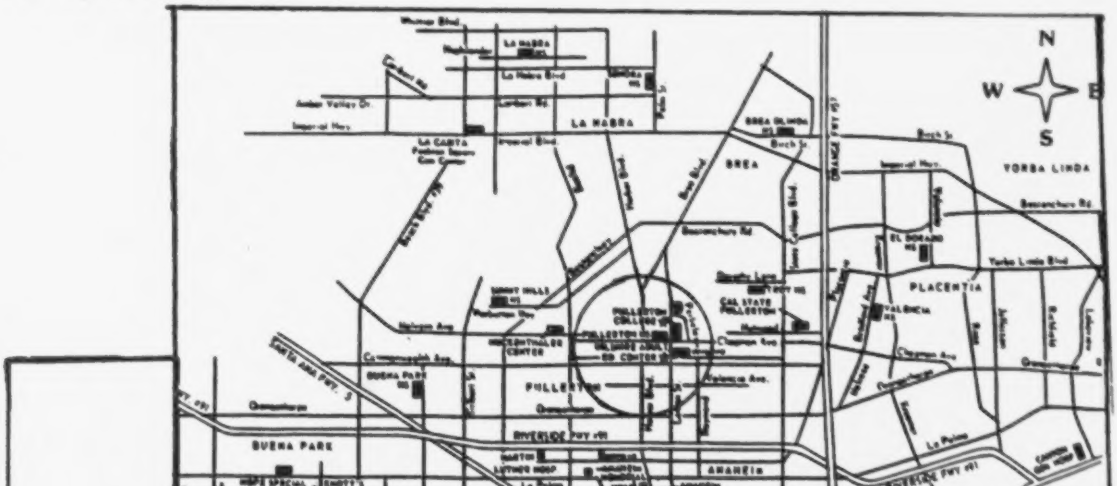
5. Emphasize interest in the job. "I'm still very interested in the opening..."

6. Find out if a hiring decision has been made. "...and I wonder if a hiring decision has been made." It should be pointed out that if the client was not selected for the position, the client might ask how he/she could have made a better impression.

7. Thank the interviewer. "Thank you for your time, I'll be waiting for your answer." Or, if the client didn't get the job, "Thank you for the opportunity to interview for the position."

MAP AND BUS SCHEDULE READING

Integral to a successful job search and arriving at the correct site to fill an application form or for an interview, is the ability to read a map and/or a bus schedule. To facilitate finding a location, it's recommended that the client draw their own maps to and from a site, using the large, detailed map as a guide. English That Works, Book 1, covers map and directory reading (Savage, How and Yeung, 1982, p. 98); Book 2 covers schedules (Savange, How and Yeung, 1982, p. 42). Figure 17 serves as a demonstration of the technique used to hand draw a map (see Appendix I).


N
W
E
S
LA HABRA
BREA
YORBA LINDA
PLACENTIA
FULLERTON
BUENA PARK
ANAHEIM
CAL STATE FULLERTON
RIVERSIDE FWY 91
ORANGE FWY 57
Santa Ana Fwy 5
1000 N. Lemon
Harbor
Lemon
Orange
Riverside Fwy 91
(Not to scale)
Beach
Lincoln
Santa Ana Fwy 5

Go north from the intersection of Beach & Lincoln, go east on Riverside Freeway to Lemon (after Harbor and before Orange Freeway). Go north on Lemon to 1000 N. Lemon (after Commonwealth and before Orang. Appointment is at 10:00 a.m. at 1000 N. Lemon, Fullerton.

Figure 17
Maps

BEST COPY AVAILABLE

REGISTRATION WITH APPROPRIATE AGENCIES

Job search assistance should help clients to search for and obtain jobs independently. One way to foster this independence is encouraging the client to register with appropriate agencies. This activity makes clients aware of sources for job leads and allows them to explore and act on many possibilities.

If the placement program is to serve the client adequately a collaborative effort is essential. The placement specialist must make certain to involve appropriate agencies for supportive services (such as child care, work experience, part-time jobs, and transportation) as well as for employment assistance.

Traditional sources of assistance with employment opportunities are businesses and industries, the Chamber of Commerce and the state Employment Development Department. Representatives from these groups should be contacted, initially by the placement specialist, then followed by the client conducting a job search (Johnson, Ho, Shellberg and Gomez, 1980). The information with which the placement specialist must become acquainted includes the procedures these agencies follow, the forms which need to be completed, and the role of the employment advisors.

By the time clients are referred to the job placement program, they should have had prior instruction and practice in job getting techniques as well as some knowledge about employer expectations. In addition, by arranging for guest speakers from business, industry, labor organizations, and similar groups, the clients are provided with updated information on employer expections and hiring practices. "The potential benefit...would be to prepare disadvantaged students for their...full-time employment experiences, and help them correct their problems once they are on the job (Johnson, Ho, Shellberg and Gomez, 1980, p. 22)."

Non-traditional groups which can assist in encountering job openings and sources for supportive services include television, radio and newspapers. Although donated advertising space and time may be limited, "spot" announcements could make the private business sector aware of the need for jobs for disadvantaged students.

Following is a list including traditional and non-traditional groups that could prove of assistance in job placement activities.

- City Agencies
- State Agencies
- Federal Agencies
- Private, Non-Fee Agencies
- Ethnic Groups
- Human and Social Service Agencies
- Work Experience or Part-Time Jobs
- Church Groups
- Youth Groups
- Libraries
- Professional Agencies
- Civic Organizations
- Hotlines
- Private Businesses
- Chamber of Commerce
- Trade Organizations

National Alliance of Businesses
Placement Offices
Recruitment and Assessment Centers
Media Agencies
Advisory Committees
Schools

A successful relationship with local agencies that are active in employment assistance requires coordination. Figure 18 helps explain how a coordinated and comprehensive placement program service operates.

A COORDINATED COMPREHENSIVE PLACEMENT PROGRAM SERVICE

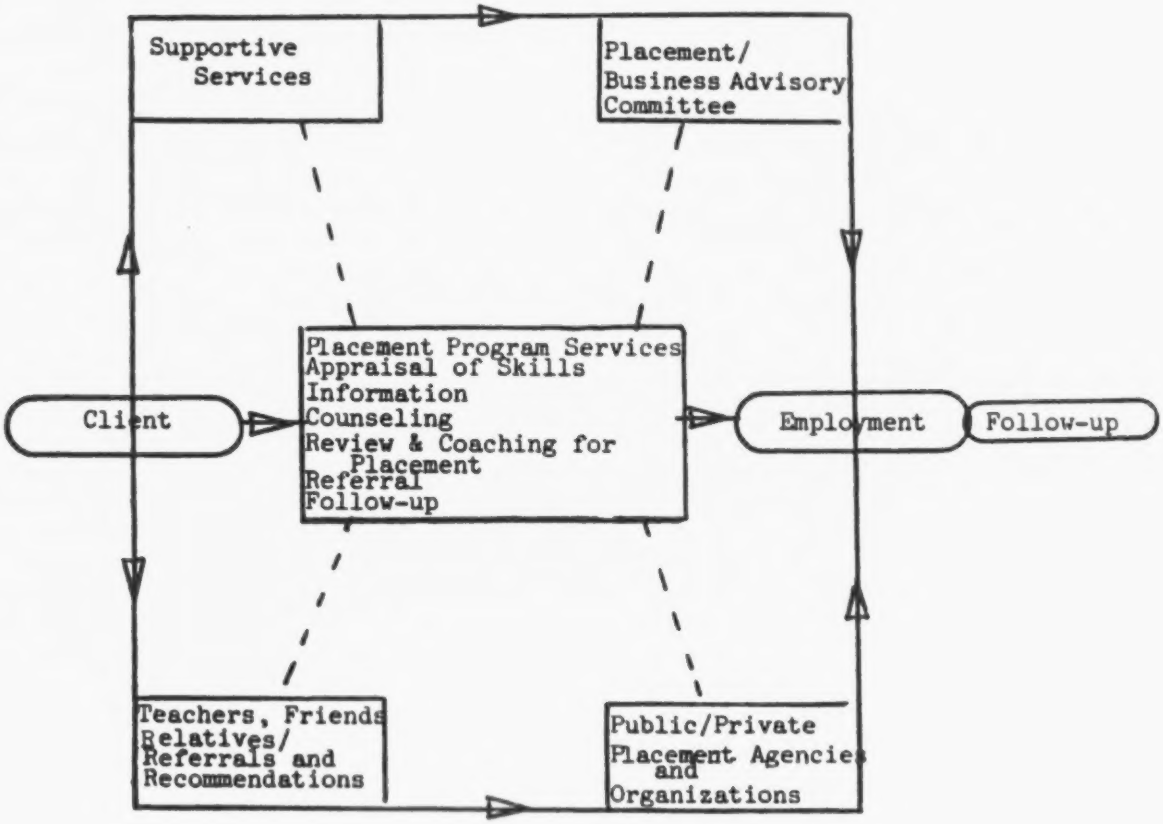

Supportive Services
Placement/ Business Advisory Committee
Placement Program Services
Appraisal of Skills
Information
Counseling
Review & Coaching for Placement
Referral
Follow-up
Client
Employment
Follow-up
Teachers, Friends Relatives/ Referrals and Recommendations
Public/Private Placement Agencies and Organizations

Figure 18

Coordinated Comprehensive Placement Program Service

SCHEDULE INTERVIEWS

Scheduling interviews is an ability which each participant must be able to demonstrate. Integral to an effective job search technique is correctly responding to want ads and job listings. Calling the company to set up an appointment entails allocating a date, day and adequate time slot.

Recording all appointments is a must. Figure 19 is exceptionally useful because it encourages the inclusion of pertinent remarks, i.e., a follow-up contact date (see Appendix F).

EMPLOYER CONTACT LIST

DATE	TIME OF DAY	NAME & ADDRESS OF EMPLOYER	PHONE NUMBER	NAME OF PERSON WHO HIRES	RESULTS
		Job:			
		Job:			
		Job:			
		Job:			
		Job:			
		Job:			
		Job:			
		Job:			

Figure 19

Employer Contact List

The placement specialist should caution the client to allow enough time between appointments so as not to overlap. This involves allowing sufficient time for the interview, filling out an application form, and/or proficiency testing; travel time between appointments; and arriving early for the appointment (Zedlitz, 1981). In the event that unforeseen circumstances cause a client to run late, a phone call should be made by the client to explain to the company that there is an unexpected delay.

WANT AD REVIEW, JOB LISTINGS

A job listing or lead can be defined as a contact providing information about an opportunity for employment. The participant should be coached to examine every type of job listing, record the name of the contact person, telephone number, address, job qualifications and/or method to apply.

The placement specialist can coach the client to review many resources for job opportunities. The yellow-pages of the telephone directory offers a source which is already divided according to job skill areas. For instance, a machine shop student can look under the listing for "machine shop," then call those companies to see if there is a job opening and request an interview.

Reading the want ads daily is an important source of job openings. The client should follow-up all advertised jobs relating to his or her qualifications. This may entail a phone call to set up an appointment, mailing a resume with a cover letter or visiting the site directly. Ads will indicate:

1. The job title, i.e., clerk typist.

2. A brief list of duties relating to the job.

3. Qualifications required for the position such as job skills, education, driver's license and experience. Many times these are abbreviations.

4. The manner to respond, i.e., a phone call, mailing a resume, or applying in person. Some ads will include the name of the person to contact.

5. Some ads mention hours, pay and/or benefits.

6. Ads should be clear as to whether it's a full-time, part-time or temporary job.

7. When addresses are included in the ad, it gives the client an idea of proximity. When calling for an appointment, it's recommended that the client ask for cross streets.

Registering at, and enlisting the placement services of groups other than the program's placement service may prove helpful. Community organizations, the state employment development department, private non-fee employment agencies, industrial and craft unions, and the chamber of commerce can be useful to check.

Since many jobs are never advertised, networking with friends, business people and relatives has been successful for many job hunters. Telling interested people about one's job skills, and desire to work, may help the client find an unadvertised opening.

PROFICIENCY TEST TAKING

Generally speaking, companies today are aware of the Equal Employment Opportunities (EEO) Commission guidelines and applicants can expect that if tests are administered during the hiring process they will be directly related to the position. However, the placement specialist should be aware of professionally accepted technical standards for testing in employment, since it's imperative for students to be tested only by employment proficiency tests which are culture-free and are in compliance with the EEO requirements. It has been demonstrated that it is the disadvantaged population that suffers most from unfair testing practices (Fitch, 1983). The action planning guidebook entitled Testing in Employment and Training Programs offers standards such as the following:

Qualifications and Concerns of Users

1) A test user should have a general knowledge of measurement principles and of the limitations of test interpretations. (essential)

2) A test user should know and understand the literature relevant to the tests he/she uses and the testing problems with which he/she deals. (very desirable)

3) One who has the responsibility for decisions about individuals or policies that are based on test results should have an understanding of psychological or educational measurement and of validation and other test research. (essential)

4) Test users should seek to avoid bias in test selection, administration, and interpretation; they should try to avoid even the appearance of discriminatory practice. (essential)

5) Institutional test users should establish procedures for periodic internal review of test use. (essential)

Choice of Development of Test or Method

1) The choice or development of tests, test batteries, or other assessment procedures should be based on clearly formulated goals and hypotheses. (essential)

2) A test user should consider more than one variable

for assessment and the assessment of any given variable by more than one method. (essential)

3) In choosing an existing test, a user should relate its history of research and development to his intended use of the instrument. (essential)

4) In general a test user should try to choose or to develop an assessment technique in which "tester-effect" is minimized, or in which reliability of assessment across testers can be assured. (essential)

Administration and Scoring

1) A test user is expected to follow carefully the standardized procedures described in the manual for administering a test. (essential)

2) The test administrator is responsible for establishing conditions consistent with the principle of standardization, that enables each examinee to do his/her best. (essential)

3) A test user is responsible for accuracy in scoring, checking, coding, or recording test results. (essential)

4) If specific cutting scores are to be used as a basis for decisions, a test user should have a rationale, justification, or explanation of the cutting scores adopted. (essential)

5) The test user shares with the test developer or distributor a responsibility for maintaining test security. (essential)

Interpretation of Scores

1) A test score should be interpreted as an estimate of performance under a given set of circumstances. It should not be interpreted as some absolute characteristic of the examinee or as something permanent and generalizable to all other circumstances. (essential)

2) Test scores should ordinarily be reported only to people who are qualified to interpret them. If scores are reported, they should be accompanied by explanations sufficient for the recipient to interpret them correctly. (essential)

> 3) The test user should recognize that estimates of reliability do not indicate criterion-related validity. (essential)
>
> 4) A test user should examine carefully the rationale and validity of computer-based interpretations of test scores. (essential)
>
> 5) In norm-referenced interpretations, a test user should interpret an obtained score with reference to sets of norms appropriate for the individual tested and for the intended use. (essential)
>
> 6) Any content-referenced interpretation should clearly indicate the domain to which one can generalize. (essential)
>
> 7) The test user should consider alternative interpretations of a given score. (essential)
>
> 8) The test user should be able to interpret test performance relative to other measures. (very desirable)
>
> 9) A test user should develop procedures for systematically eliminating from data files, test-score information that has, because of the lapse of time, become obsolete (essential) (Fitch, 1983, pp. 135, 136).

The client should be made aware of the fact that many times there are more people taking an employment test than there are positions available. Therefore, people who make the top test scores usually will be the first to be hired.

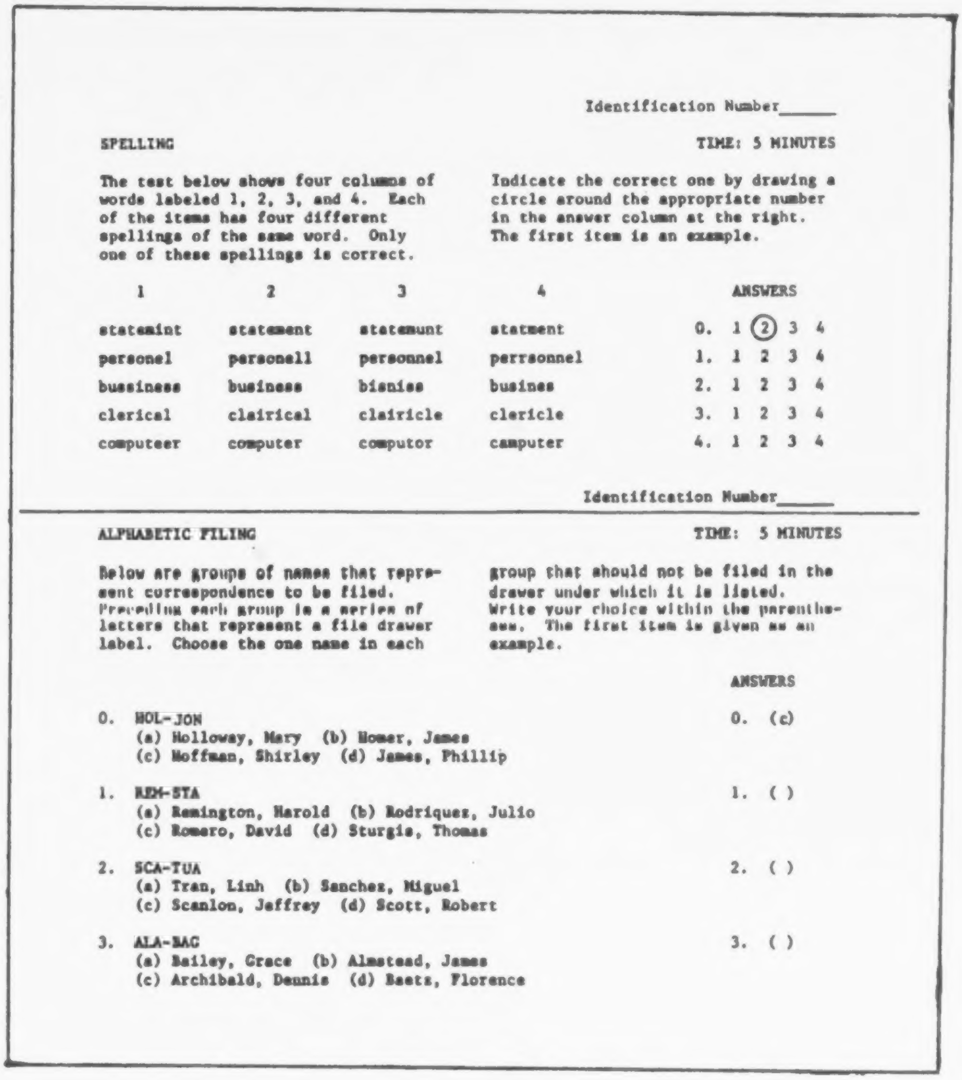
Since there is a correct way to take a test, it is recommended that the placement specialist counsel the participant to work on mastering test taking. Advice encompasses the following:

1) Review beforehand, i.e., study sample tests.
2) Arrive early with "tools" needed.
3) Listen and/or read directions carefully.
4) Ask for any clarification before test begins.
5) Budget the allotted test time.
6) Skip hard questions and return to them later.
7) No copying or talking during test.
8) Check over completed test before handing it in.

Alert the client to the fact that the proficiency test may take the form of a series of examinations which will be computer-scored; or the test may be an actual procedure which one would encounter in the position applied for.

If additional coaching is needed by the participant, arrange for it on an individualized basis. Check with the other components of this consortium project to ascertain criteria-based needs of industry.

Sample clerical-related tests are shown below in Figure 20 (see Appendix J).



Identification Number______

SPELLING TIME: 5 MINUTES

The test below shows four columns of words labeled 1, 2, 3, and 4. Each of the items has four different spellings of the same word. Only one of these spellings is correct. Indicate the correct one by drawing a circle around the appropriate number in the answer column at the right. The first item is an example.

1	2	3	4	ANSWERS
statemint	statement	statemunt	statment	0. 1 [✓ 2] 3 4
personel	personell	personnel	perrsonnel	1. 1 2 3 4
bussiness	business	bisniss	busines	2. 1 2 3 4
clerical	clairical	clairicle	clericle	3. 1 2 3 4
computeer	computer	computor	camputer	4. 1 2 3 4

Identification Number______

ALPHABETIC FILING TIME: 5 MINUTES

Below are groups of names that represent correspondence to be filed. Preceding each group is a series of letters that represent a file drawer label. Choose the one name in each group that should not be filed in the drawer under which it is listed. Write your choice within the parentheses. The first item is given as an example.

ANSWERS

0. HOL-JON 0. (c)
   (a) Holloway, Mary (b) Homer, James
   (c) Hoffman, Shirley (d) James, Phillip

1. REM-STA 1. ( )
   (a) Remington, Harold (b) Rodriquez, Julio
   (c) Romero, David (d) Sturgis, Thomas

2. SCA-TUA 2. ( )
   (a) Tran, Linh (b) Sanchez, Miguel
   (c) Scanlon, Jeffrey (d) Scott, Robert

3. ALA-BAG 3. ( )
   (a) Bailey, Grace (b) Almstead, James
   (c) Archibald, Dennis (d) Baetz, Florence

Figure 20

Proficiency Test Sample

GROOMING, APPROPRIATE ATTIRE

Since first impressions are important, appropriate dress and grooming are important. The client should plan his or her wardrobe carefully so that the clothing is well coordinated, in good condition, neat in appearance and appropriate to the job. Attire and grooming should be considered "tools" to make an instant plus during the interview. Since personal appearance is so very important, the participant can actually endanger the chance for the job with a poor appearance, even before the interviewer sees the resume or a question is asked (Carnation Company, 1982).

All applicants should consistently, during attendance in the program as well as during interviews, maintain good grooming habits such as adequate cleanliness. The female applicant should have her hair simply styled but up-to-date, and her make-up should be subdued. A business-like impression requires that business-like attire be worn, and eliminate dangling jewelry and frilly dresses. A thorough Interview Attire Check List should be consulted by the female applicant prior to each interview. Please refer to Figure 21 (see Appendix K).

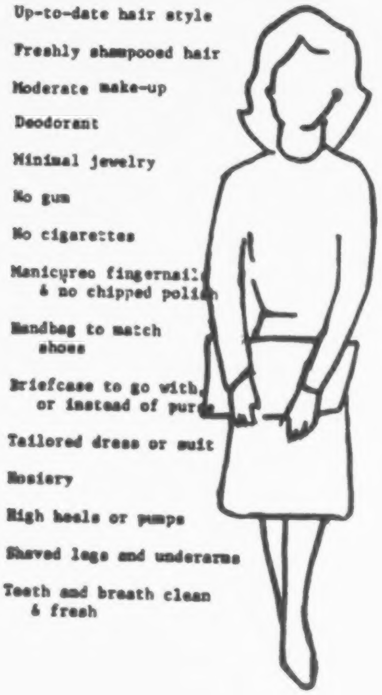
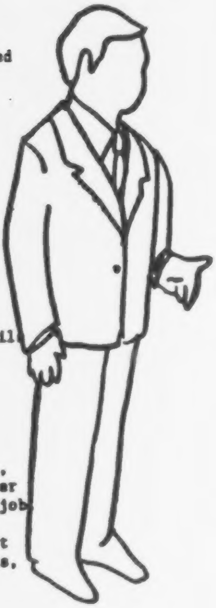

Up-to-date hair style
Freshly shampooed hair
Moderate make-up
Deodorant
Minimal jewelry
No gum
No cigarettes
Manicured fingernails & no chipped polish
Handbag to match shoes
Briefcase to go with, or instead of purse
Tailored dress or suit
Hosiery
High heels or pumps
Shaved legs and underarms
Teeth and breath clean & fresh

Figure 21

Female Interview Attire Check List

The male applicant most likely to succeed in the job search will be typified by clean, pressed clothes, styled appropriately for the job. Shoes should be conventionally styled and shined. If the job requires a tie, a subdued one is best. Hair should be neatly styled and combed. The participant should avoid "fad" clothes. Each male participant should consult an Interview Attire Check List similar to Figure 22 (see Appendix K).



Styled hair

Freshly shaven, or trimmed beard

Deordorant, no cologne

No cigarettes

No gum

Tie to coordinate with suit or sport coat

Nothing in pockets to make them bulge

Clean hands and fingernail

Shoes shined

No baggy pants, nor too tight

Shirt and tie; suit coat, sport coat or pull-over sweater for business job

Collared T shirt or sport shirt; non-faded pants, clean, pressed for factory job.

Teeth and breath clean & fresh

Figure 22

Male Interview Attire Check List

POSITIVE ATTITUDE

The employability arena requires a perception on the part of the participant of the importance of a positive attitude. Ultimate success, not only in the job market search, but in career advancement and life in general, requires personal control strategies, a sense of responsibility, an optimistic outlook, occupational adaptabilty and, perhaps most importantly, good interpersonal relations.

A common viewpoint encountered during research is expressed in the following quotation.

> In the public's opinion, all competencies associated with work or working are considered important to doing well at work. This perceived importance may translate not only as the convenience or luxury of getting, keeping, or changing jobs, but also as a basic survival skill.
>
> All youth do not make a successful transition into the adult work world. The socioeconomically disadvantaged young--whether white, black, Hispanic, male or female--face almost impenetrable employability barriers. Employers are not likely to hire these young people. The reasons they give range from lack of specific job skills, basic skills, and bad work attitudes, to unreliability, immaturity, and irresponsibility.
>
> If the home and school are not taking responsibility for the teaching of employability skills (including job-specific and basic skills, good work attitudes, and indications of maturity and responsibility such as working without supervision, following rules and policies, and so forth), it may well be that these skills are simply not being learned by whole segments of American youth (Selz, 1980, p. 16).

Since the interview is the chance for a participant to see him or herself, the participant must give the impression that he or she has the skills for the job, is dependable, and can get along well with people. In fact knowing what to do and what not to do will ensure confidence and success. Most interviews are composed of an introduction, questions and closing remarks (Zedlitz, 1981).

During the introduction, it's important for the participant to be poised, listen well, and try to make a friend of the interviewer. Responses will demonstrate intelligence on the part of the participant if they are spoken clearly and without slang.

Willingness and eagerness to learn are strong qualities which are demonstrated by the participant showing interest in the job. During the question phase of the interview the interviewer will ask many job-related questions, but conversely, the participant should ask job-related questions of the interviewer, such as the availability of training and promotional opportunities.

Good manners are always appropriate in any situation. Indeed, during the closing remarks phase of the interview, they are indispensible. The participants should be reminded that upon completing the interview he or she should make a complimentary observation about the company. Both male and female participants should begin and end the interview with a handshake and thank the interviewer for the courtesy of the interview.

Body language is, many times, more explicit than what is said, therefore good eye contact and posture speak loudly. It can reflect a person's view more accurately than vocabulary used, many times without a person even knowing it. The participant should be alert that body language can portray boredom, impatience and fatigue as well as friendliness and interest. The placement specialist must be ready to counsel clients in this respect, especially since shy people and certain nationalities may have trouble making and maintaining eye contact. Hands are best kept in your lap, they can indicate nervousness or doubt. Sitting up straight, perhaps slightly forward, presents a positive, interested image (Zedlitz, 1981).

PORTFOLIO PREPARATION

The initial phase of getting a job requires pulling together documents which support the client's statements of qualifications for a job field. It is important for the client to prepare in advance for the job search phase, not only to have the necessary papers on-hand, but, as Zedlitz advises students:

> Being prepared will give you added self confidence. Giving an employer the right impression of yourself will help determine where you could fit within the company. Your personal portfolio will help you organize the materials you will need for an interview (Zedlitz, 1981, p. 13).

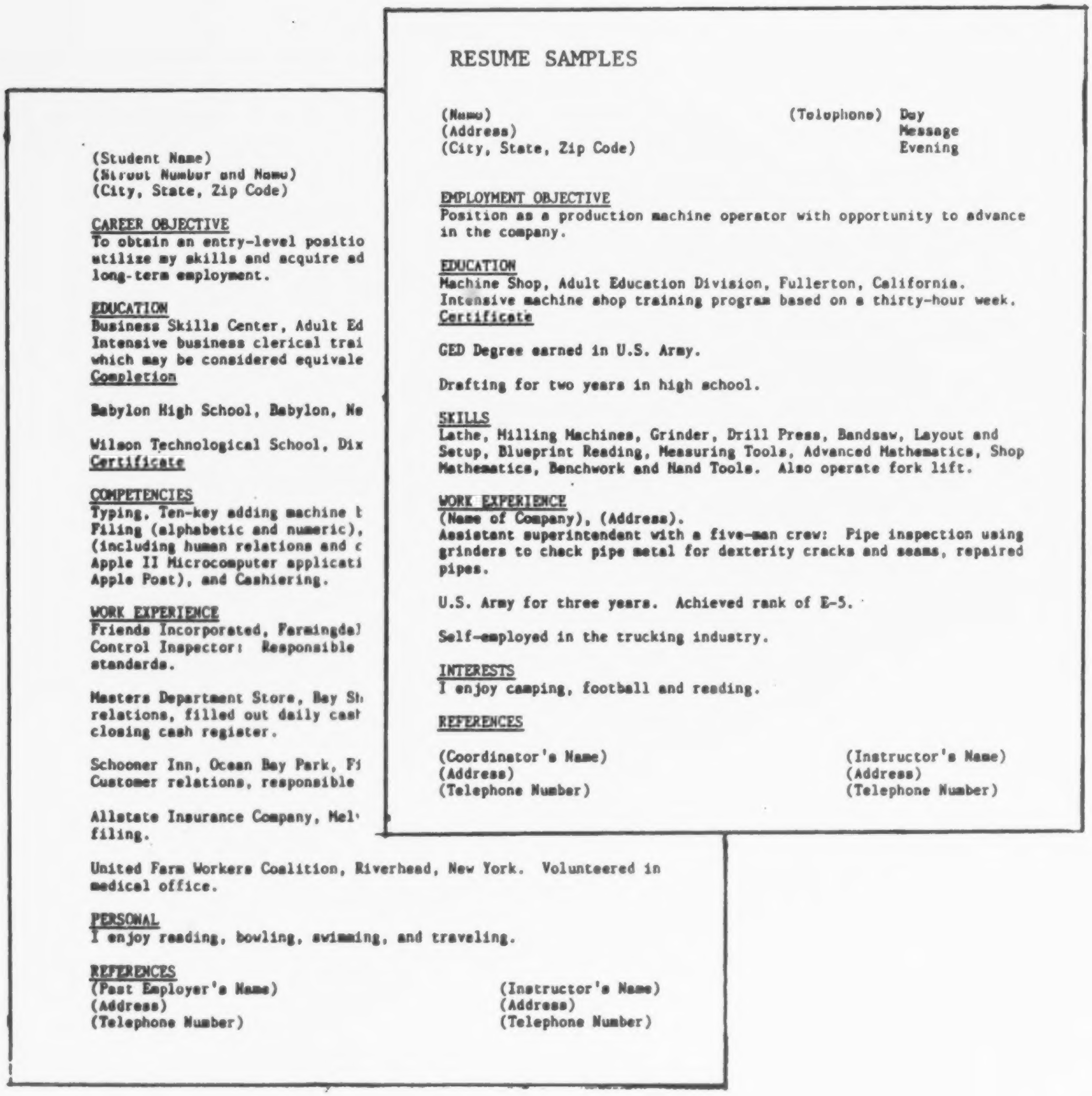
The placement specialist should oversee the selection and collection of job-related documents. However, "by the time students are referred to the job placement offices, they should have a printed resume...and also know what businesses expect in terms of resumes and letters of application (Johnson, Ho, Shellberg and Gomez, 1980, p. 18)."

Suggestions for job-related documents which clients should assemble are:

1) Resume
2) Examples of work ability
3) Military record, if job-related
4) Social Security number
5) Diplomas and certificates
6) Special licenses, i.e., driver's license
7) Union cards, where appropriate
8) Letters and/or permission to use a minimum of two to three references such as former employers, teachers, friends established in business.

After pulling together job-related documents which are suitable to substantiate the job preparedness, experts recommend participant place the material in a personal portfolio binder or other appropriate display package.

On the following pages, the reader will see reduced copies of material to include in a portfolio, Figures 23, 24, 25 and 26. The full-sized copies are in the Appendix section. Please refer to Appendix L.



RESUME SAMPLES

(Name)
(Address)
(City, State, Zip Code)

(Telephone) Day
Message
Evening

EMPLOYMENT OBJECTIVE
Position as a production machine operator with opportunity to advance in the company.

EDUCATION
Machine Shop, Adult Education Division, Fullerton, California.
Intensive machine shop training program based on a thirty-hour week.
Certificate

GED Degree earned in U.S. Army.

Drafting for two years in high school.

SKILLS
Lathe, Milling Machines, Grinder, Drill Press, Bandsaw, Layout and Setup, Blueprint Reading, Measuring Tools, Advanced Mathematics, Shop Mathematics, Benchwork and Hand Tools. Also operate fork lift.

WORK EXPERIENCE
(Name of Company), (Address).
Assistant superintendent with a five-man crew: Pipe inspection using grinders to check pipe metal for dexterity cracks and seams, repaired pipes.

U.S. Army for three years. Achieved rank of E-5.

Self-employed in the trucking industry.

INTERESTS
I enjoy camping, football and reading.

REFERENCES

(Coordinator's Name)
(Address)
(Telephone Number)

(Instructor's Name)
(Address)
(Telephone Number)

(Student Name)
(Street Number and Name)
(City, State, Zip Code)

CAREER OBJECTIVE
To obtain an entry-level positio
utilize my skills and acquire ad
long-term employment.

EDUCATION
Business Skills Center, Adult Ed
Intensive business clerical trai
which may be considered equivale
Completion

Babylon High School, Babylon, Ne

Wilson Technological School, Dix
Certificate

COMPETENCIES
Typing, Ten-key adding machine t
Filing (alphabetic and numeric),
(including human relations and c
Apple II Microcomputer applicati
Apple Post), and Cashiering.

WORK EXPERIENCE
Friends Incorporated, Farmingdal
Control Inspector: Responsible
standards.

Masters Department Store, Bay Sh
relations, filled out daily cas
closing cash register.

Schooner Inn, Ocean Bay Park, Fi
Customer relations, responsible

Allstate Insurance Company, Mel
filing.

United Farm Workers Coalition, Riverhead, New York. Volunteered in medical office.

PERSONAL
I enjoy reading, bowling, swimming, and traveling.

REFERENCES

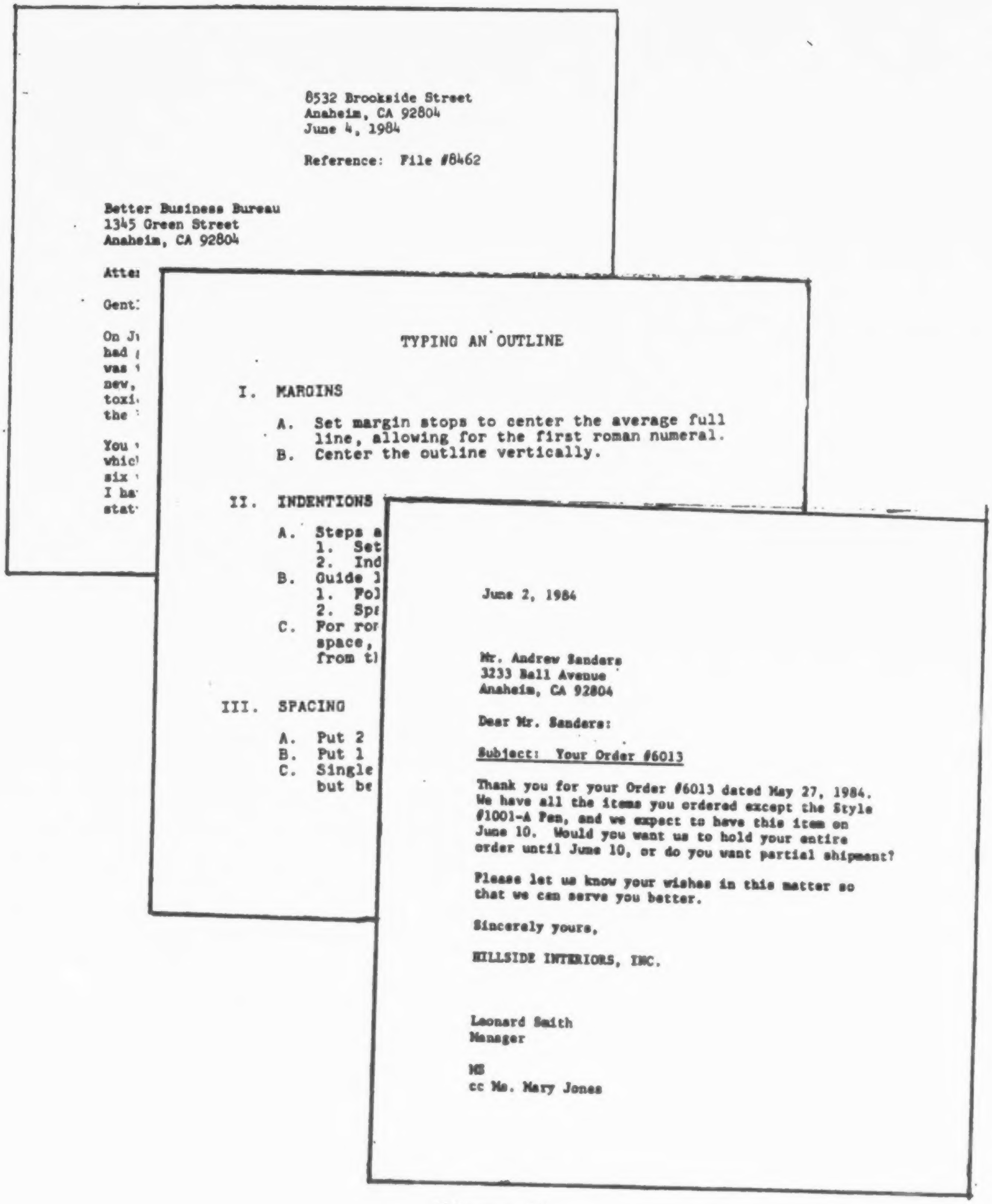
(Past Employer's Name)
(Address)
(Telephone Number)

(Instructor's Name)
(Address)
(Telephone Number)

Figure 23

Resume Samples for Portfolio

SAMPLES OF WORK



8532 Brookside Street
Anaheim, CA 92804
June 4, 1984

Reference: File #8462

Better Business Bureau
1345 Green Street
Anaheim, CA 92804

Atte

Gent

On J
had
was
new,
toxi
the

You
whic
six
I ha
stat

TYPING AN OUTLINE

I. MARGINS
   A. Set margin stops to center the average full line, allowing for the first roman numeral.
   B. Center the outline vertically.

II. INDENTIONS
   A. Steps a
      1. Set
      2. Ind
   B. Guide l
      1. Fol
      2. Sp
   C. For ro
      space,
      from t

III. SPACING
   A. Put 2
   B. Put 1
   C. Single
      but be

June 2, 1984

Mr. Andrew Sanders
3233 Ball Avenue
Anaheim, CA 92804

Dear Mr. Sanders:

Subject: Your Order #6013

Thank you for your Order #6013 dated May 27, 1984. We have all the items you ordered except the Style #1001-A Pen, and we expect to have this item on June 10. Would you want us to hold your entire order until June 10, or do you want partial shipment?

Please let us know your wishes in this matter so that we can serve you better.

Sincerely yours,

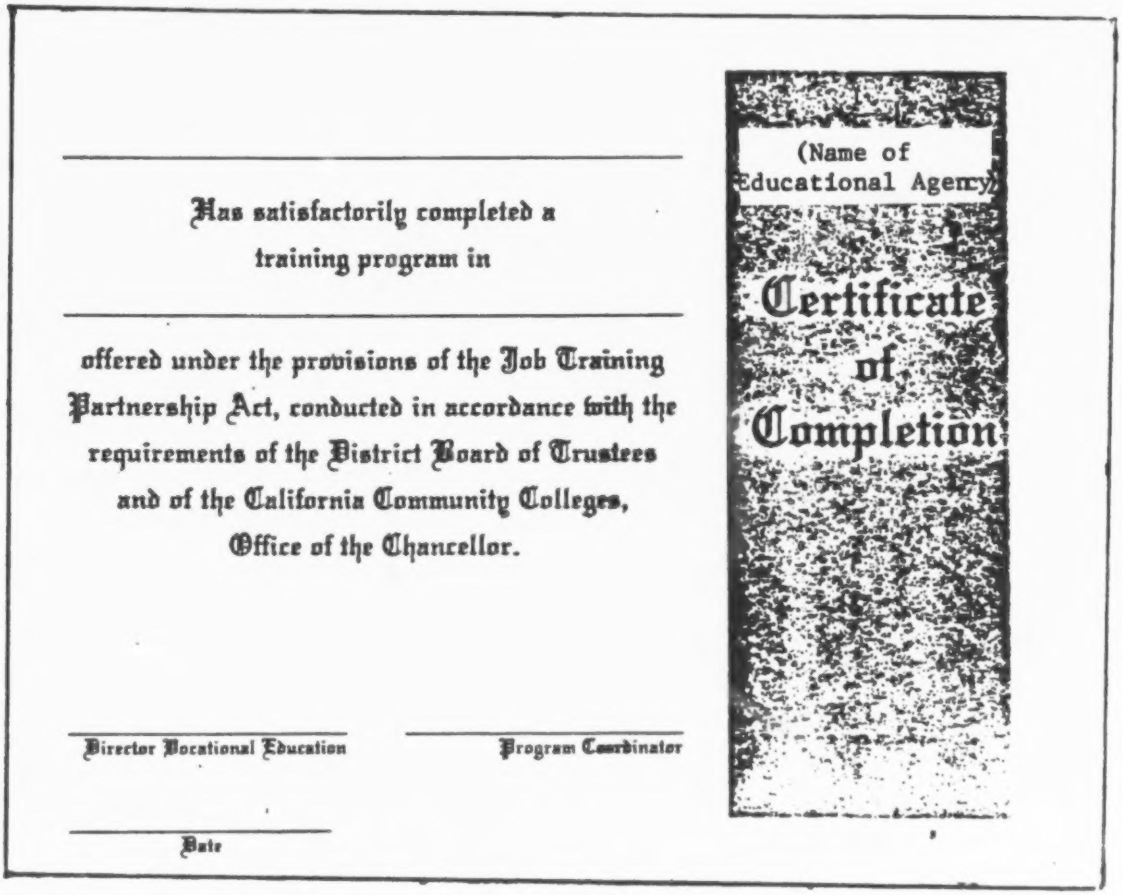
HILLSIDE INTERIORS, INC.

Leonard Smith
Manager

MS
cc Ms. Mary Jones

Figure 24
Samples of Work for Portfolio

CERTIFICATE SAMPLES



Has satisfactorily completed a
training program in

offered under the provisions of the Job Training Partnership Act, conducted in accordance with the requirements of the District Board of Trustees and of the California Community Colleges, Office of the Chancellor.

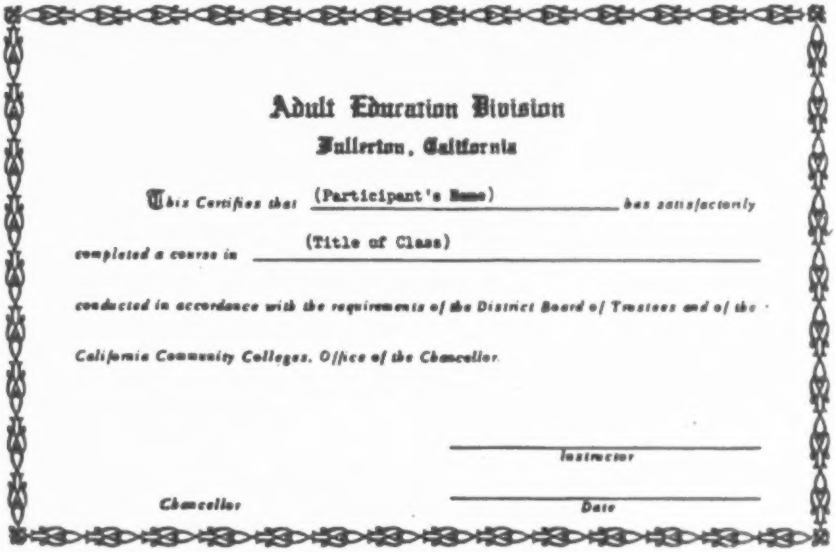
Director Vocational Education

Program Coordinator

Date

(Name of
Educational Agency)

Certificate
of
Completion



Adult Education Division

Fullerton, California

This Certifies that (Participant's Name) has satisfactorily completed a course in (Title of Class) conducted in accordance with the requirements of the District Board of Trustees and of the California Community Colleges, Office of the Chancellor.

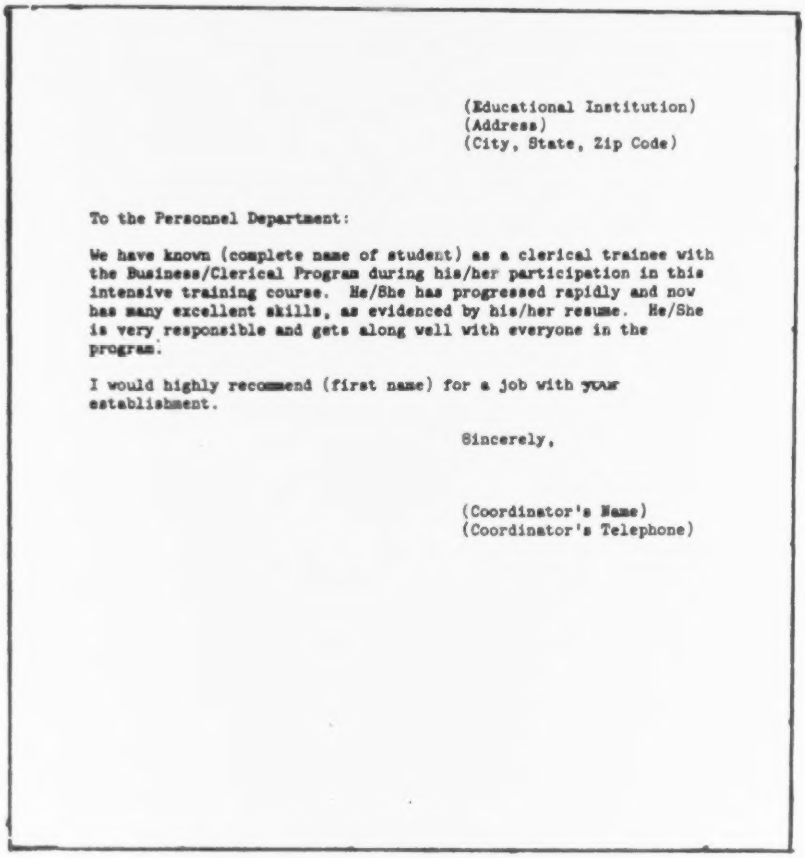
Instructor

Chancellor

Date

Figure 25
Certificate Samples for Portfolio

SAMPLE OF A LETTER OF REFERENCE



(Educational Institution)
(Address)
(City, State, Zip Code)

To the Personnel Department:

We have known (complete name of student) as a clerical trainee with the Business/Clerical Program during his/her participation in this intensive training course. He/She has progressed rapidly and now has many excellent skills, as evidenced by his/her resume. He/She is very responsible and gets along well with everyone in the program.

I would highly recommend (first name) for a job with your establishment.

Sincerely,

(Coordinator's Name)
(Coordinator's Telephone)

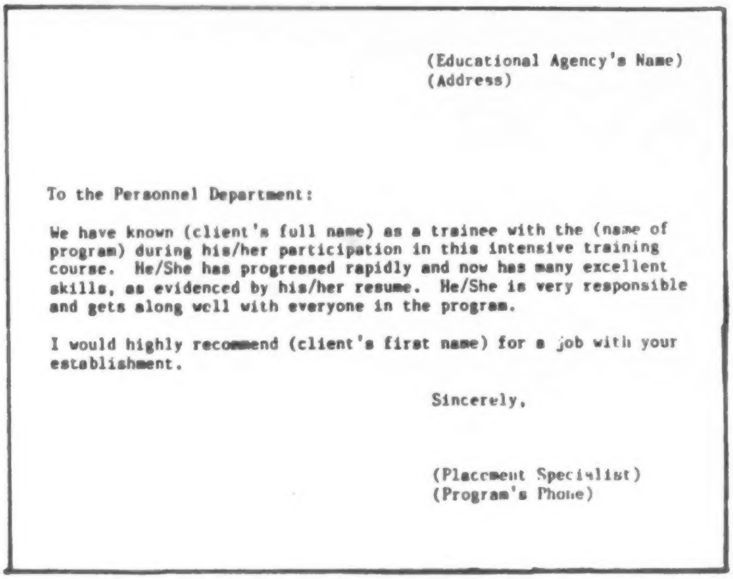
Figure 26

Sample Letter of Reference for Portfolio

OBTAINING REFERENCES

Good references are necessary ingredients for a resume, an application form and an effective interview. A reference is someone who knows the client and can vouch for the client's job skills and character (Zedlitz, 1980). The client should be able to list several good references, three would be a minimum. Permission should be obtained from the reference prior to including that individual on the list. Some "good references include former employers, teachers...or friends who are well established in business (Zedlitz, 1981, p. 2)." The placement specialist should check to see that each reference includes the name, business title (when applicable), address, occupation and telephone number.

Whenever possible, an actual reference letter from a former employer and/or the training program should be included in the portfolio. A reference letter would contain statements about the participant's character, abilities, skills and attitudes. This letter of reference serves as a valuable tool. Zedlitz recommends that a sample reference letter be composed and typed by the participant since employers most likely will be busy and the participant's former employer may elect to simply sign the prepared recommendation. Figure 27 below displays a letter of recommendation such as a training program coordinator or placement specialist could provide to help present the client's best side (see Appendix L).



(Educational Agency's Name)
(Address)

To the Personnel Department:

We have known (client's full name) as a trainee with the (name of program) during his/her participation in this intensive training course. He/She has progressed rapidly and now has many excellent skills, as evidenced by his/her resume. He/She is very responsible and gets along well with everyone in the program.

I would highly recommend (client's first name) for a job with your establishment.

Sincerely,

(Placement Specialist)
(Program's Phone)

Figure 27

Letter of Recommendation from Program

JOB RETENTION KNOWLEDGE

Getting a job is important, but so is retaining a job. This involves a set of competencies explained by Selz as "finding your niche" (1980, p. 7). Pertinent factors cited by that author include:

1) Hold a job that matches one's interests and abilities.

2) Get a job which one has the training and background.

3) Know if one wants to own a business or work for someone else.

4) Know what kind of work one wants to do.

5) Use reading, writing, and math skills the job calls for.

6) List job interest, skills, and experiences for an employer.

7) Fill out forms as required by law or by an employer.

8) Do parts of the job one may not like to do (Selz, 1980, p. 7).

Many companies schedule periodic performance evaluations. The initial performance evaluation might be at the end of the probation period, followed thereafter by yearly evaluations. Advise the client that when it's time for a pay raise, when promotions are pending, or when dismissals are being considered, the employee's work will be evaluated.

Performance evaluation conferences offer an opportunity to identify one's own strengths and weaknesses, as well as to plan ways to improve problem areas.

Crucial areas for a positive evaluation are included in this check list.

1) Punctuality and absent only when necessary. Stay within time limits for coffee breaks and lunch periods.

2) Appropriate grooming.

3) Ability to accept criticism without resentment or "bad mouth" gossip in retaliation.

4) Demonstrate consideration of others. Accept assignments without

complaints, slowing down or loafing.

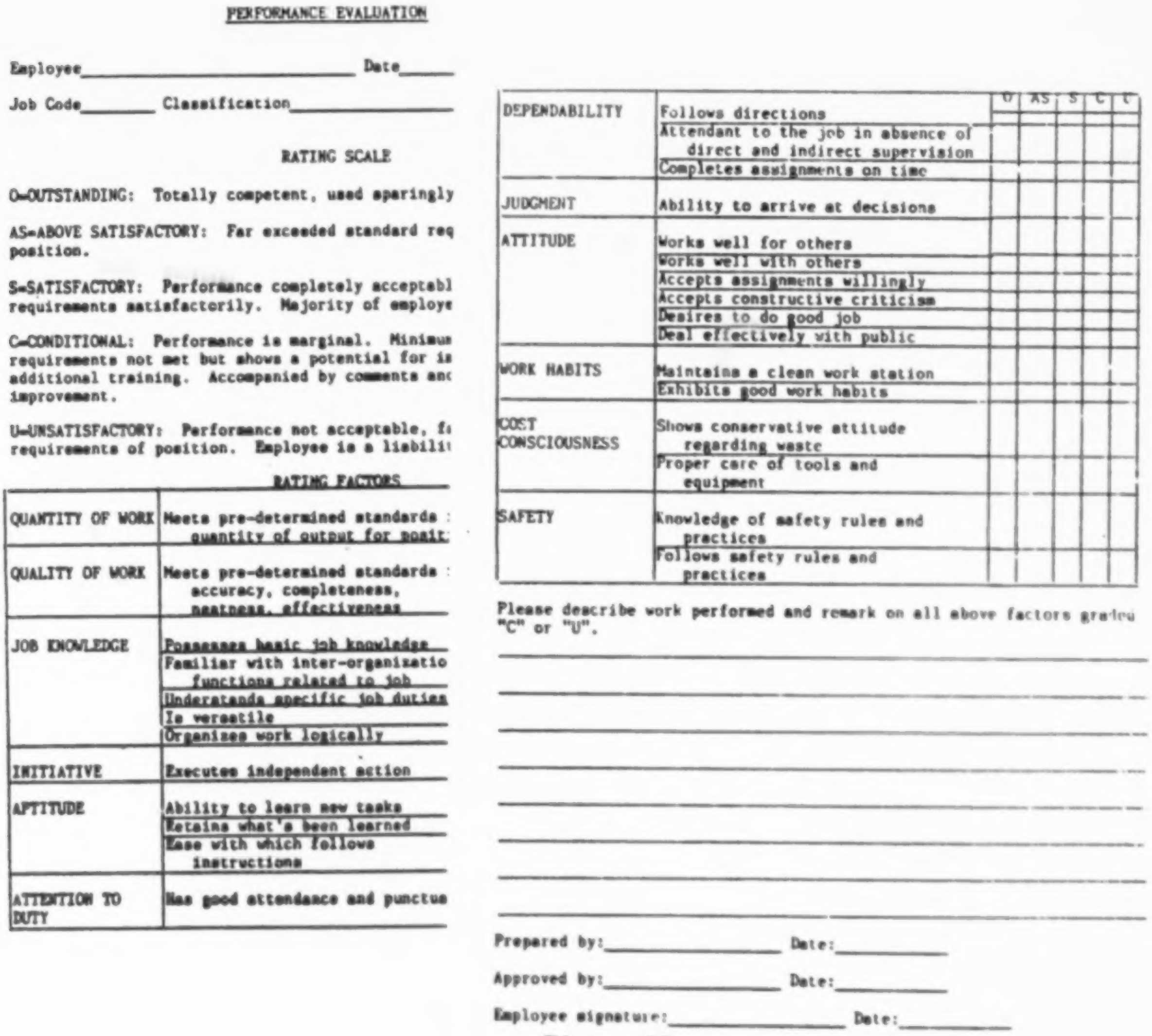
5) Personal phone calls and business affairs during office hours only when absolutely necessary.

6) Be cordial with co-workers. Offer to help someone else when you are not busy. Social visits should only be undertaken only before or after working hours.

7) If there is doubt as to job responsibilities, consult with the supervisor.

8) Stay flexible, continue to improve oneself educationally and be ready to adjust to changes in the business world (Carnation Company, 1982).

It's a good idea for the placement specialist to conduct a practice performance evaluation session. Figure 28 covers typical areas (see Appendix M).



PERFORMANCE EVALUATION

Employee__________ Date_____

Job Code_____ Classification__________

RATING SCALE

O-OUTSTANDING: Totally competent, used sparingly

AS-ABOVE SATISFACTORY: Far exceeded standard req position.

S-SATISFACTORY: Performance completely acceptabl requirements satisfactorily. Majority of employe

C-CONDITIONAL: Performance is marginal. Minimum requirements not met but shows a potential for im additional training. Accompanied by comments and improvement.

U-UNSATISFACTORY: Performance not acceptable, f requirements of position. Employee is a liabili

RATING FACTORS

QUANTITY OF WORK	Meets pre-determined standards : quantity of output for posit
QUALITY OF WORK	Meets pre-determined standards : accuracy, completeness, neatness, effectiveness
JOB KNOWLEDGE	Possesses basic job knowledge
	Familiar with inter-organizatio functions related to job
	Understands specific job duties
	Is versatile
	Organizes work logically
INITIATIVE	Executes independent action
APTITUDE	Ability to learn new tasks
	Retains what's been learned
	Ease with which follows instructions
ATTENTION TO DUTY	Has good attendance and punctua

		O	AS	S	C	U
DEPENDABILITY	Follows directions					
	Attendant to the job in absence of direct and indirect supervision					
	Completes assignments on time					
JUDGMENT	Ability to arrive at decisions					
ATTITUDE	Works well for others					
	Works well with others					
	Accepts assignments willingly					
	Accepts constructive criticism					
	Desires to do good job					
	Deal effectively with public					
WORK HABITS	Maintains a clean work station					
	Exhibits good work habits					
COST CONSCIOUSNESS	Shows conservative attitude regarding waste					
	Proper care of tools and equipment					
SAFETY	Knowledge of safety rules and practices					
	Follows safety rules and practices					

Please describe work performed and remark on all above factors graded "C" or "U".

Prepared by:__________ Date:______

Approved by:__________ Date:______

Employee signature:__________ Date:______

Figure 28
Performance Evaluation

WEEKLY COUNSELING

Using a step-by-step decision making process, the placement specialist is able to help the client gain self confidence. When making crucial decisions, such as those entailed in the job search, the client may feel uncertain, confused and overwhelmed. The strategy of using a step-by-step process will help organize the client's preparation, information and goals. The decision making process becomes clear when broken down into steps as in Figure 29 (see Appendix N).

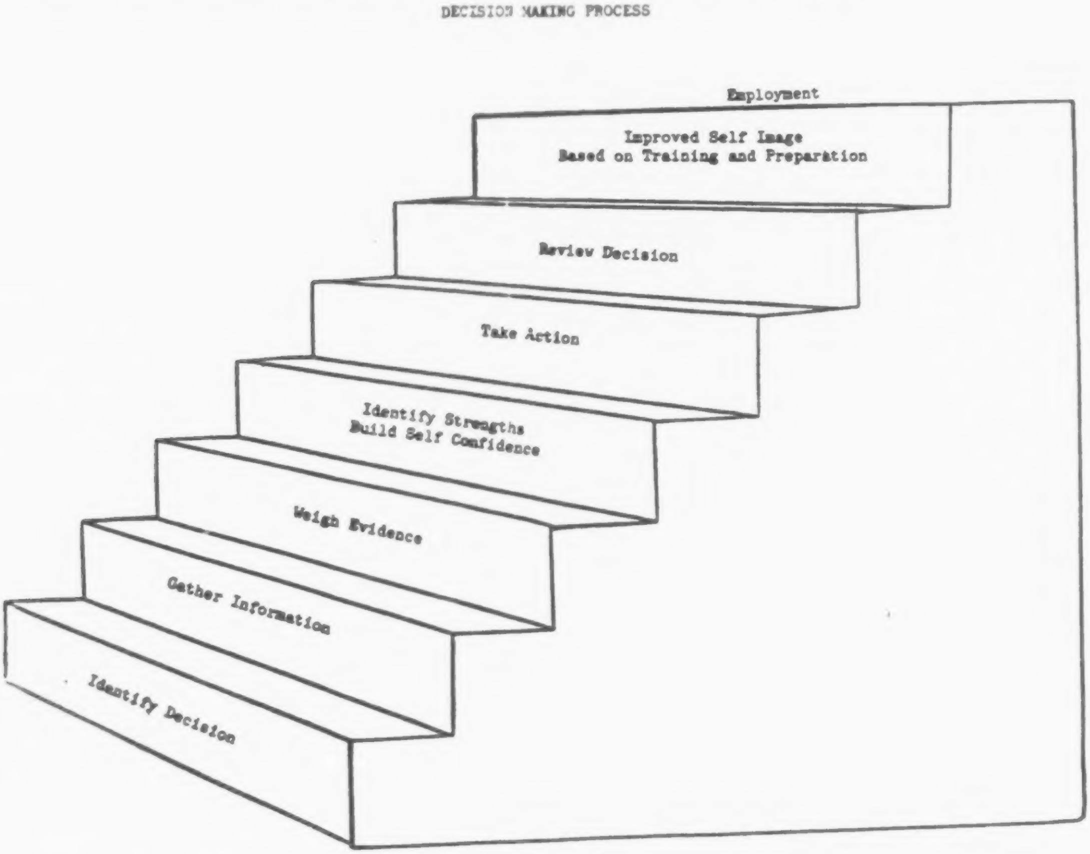

DECISION MAKING PROCESS
Employment
Improved Self Image
Based on Training and Preparation
Review Decision
Take Action
Identify Strengths
Build Self Confidence
Weigh Evidence
Gather Information
Identify Decision

Figure 29

Decision Making Process

Individual counseling is necessary for clients, especially those who are not experiencing success in the job search program. Those participants have employment obstacles of a personal or otherwise specific nature that make the one-on-one approach more effective than group sessions. They will require individual attention throughout the job search to address problems that may arise.

One-on-One

The placement specialist will initiate client support services during one-on-one counseling sessions. These will be administered to enable the participant to maintain a positive attitude towards job search. The following are effective suggestions.

1) Coach the client to be persistent in job search activities (follow-up on employer contacts, continuing in face of rejection, etc.).

2) Provide moral support to help the student maintain a positive self-image and avoid discouragement.

3) Help deal with specific problems related to attitude, self-image, appearance, interpersonal relations, and other aspects of employability.

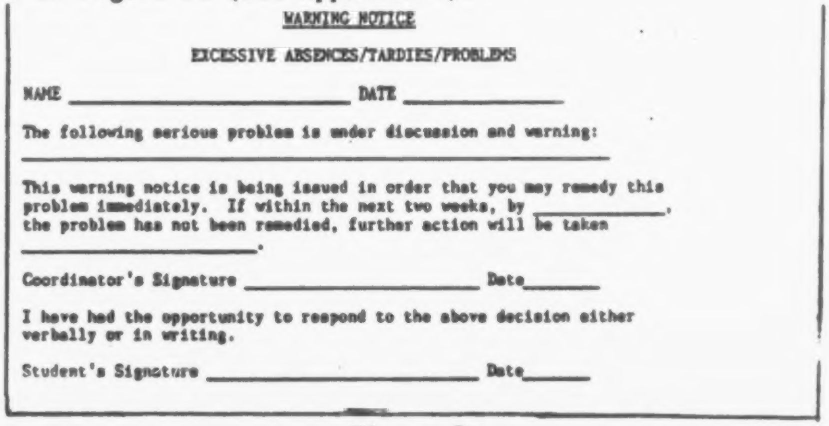
Pep Talks

Weekly individual counseling and group "pep talks" are important parts of the program. Topics for "pep talks" include coaching on the following "how to's":

- Thank You Letter Reminders
- Job Retention Techniques
- Self Image Improvement
- Removing Barriers to Employment
- Application Form Completion
- Interview Questions & Answers
- Interview Role Playing
- Follow-Up Call Reminders

Problems

In the event that a problem arises, the placement specialist must schedule a conference for straight-forward communication. The first step is to verify the existence of a performance problem. The hoped-for outcome is the client's agreement to change behavior. The conference must keep a "results" orientation. If the initial conference doesn't prove effective, a written warning notice should follow within a few days. An example of an appropriate warning notice follows in Figure 30 (see Appendix O).



WARNING NOTICE

EXCESSIVE ABSENCES/TARDIES/PROBLEMS

NAME ________________________ DATE ______________

The following serious problem is under discussion and warning:

____

This warning notice is being issued in order that you may remedy this problem immediately. If within the next two weeks, by ____________, the problem has not been remedied, further action will be taken ____________________.

Coordinator's Signature ____________________ Date_______

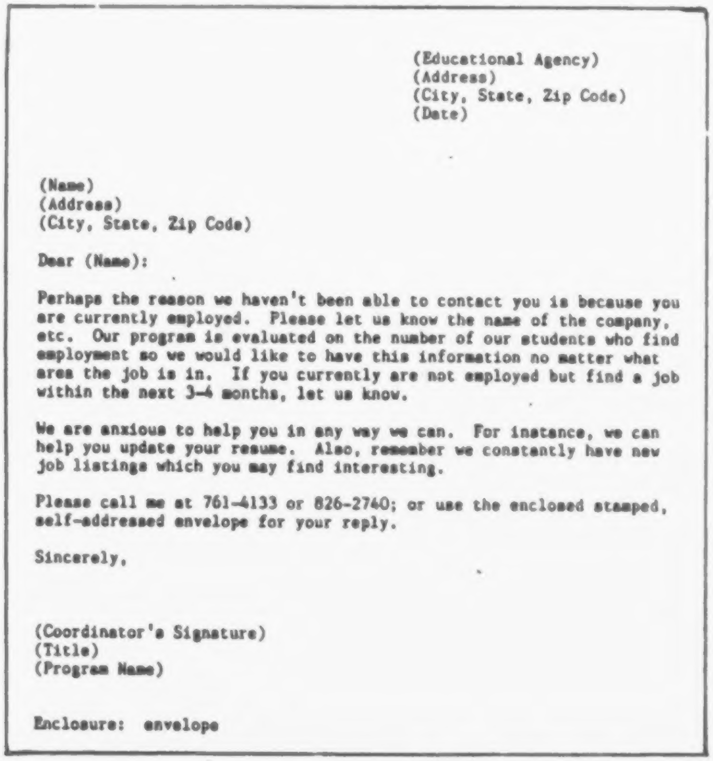
I have had the opportunity to respond to the above decision either verbally or in writing.

Student's Signature ____________________ Date______

Figure 30
Warning Notice

Drop Out Problem

Occasionally there are clients who stop attending. Sometimes phone contact is not possible and/or the client is not available for a counseling session to discuss problems. In this event, prior to mailing a warning notice, it is worthwhile to determine if the cause for "dropping out" might possibly be because of employment. An approach such as the letter in Figure 31 might prove helpful (see Appendix P).



(Educational Agency)
(Address)
(City, State, Zip Code)
(Date)

(Name)
(Address)
(City, State, Zip Code)

Dear (Name):

Perhaps the reason we haven't been able to contact you is because you are currently employed. Please let us know the name of the company, etc. Our program is evaluated on the number of our students who find employment so we would like to have this information no matter what area the job is in. If you currently are not employed but find a job within the next 3-4 months, let us know.

We are anxious to help you in any way we can. For instance, we can help you update your resume. Also, remember we constantly have new job listings which you may find interesting.

Please call me at 761-4133 or 826-2740; or use the enclosed stamped, self-addressed envelope for your reply.

Sincerely,

(Coordinator's Signature)
(Title)
(Program Name)

Enclosure: envelope

Figure 31

Letter to Missing Client

General Attendance and Punctuality Problems

Attendance and punctuality can often be a problem, especially without stipend incentives. It is important to closely monitor this situation and then to respond immediately should problems arise. Warnings concerning poor attendance should be issued by the staff once a pre-determined number of absences or late arrivals have occurred Perhaps individualized counseling can be utilized at this point. If attendance does not improve, a report of the situation to an agency which may be offering financial assistance to the client has been shown to be effective. Clients risk "de-registration" from welfare assistance, for instance, if they do not attend training programs regularly.

Lack of Motivation Problems

Lack of motivation can be related to the client's inability to form meaningful and obtainable goals because of lack of direction; they feel that barriers posed by economic situations are too great to overcome. Developing short-range and obtainable goals with clients help put unemployment difficulties into perspective. With a goal in mind, clients can become motivated to help themselves.

Participants in this category also require more outreach. Often these clients are remedial, low skilled students. Often they exhibit general failure to seek help. It follows, therefore, that these clients will experience greater difficulties in securing placement than do more skilled and scholastically successful participants. The placement specialist must provide special attention to saleable and employability skills and closely monitor these students.

Creating a "positive atmosphere" in the training program will help create client motivation. The disadvantaged client experiences immense obstacles and negative situations in daily life. If the training is a positive factor, good attendance and motivation are more likely.

Lack of Supportive Services Problem

Special needs clients often must be provided with more intensive counseling than can be given by the placement specialist to avert crisis. Check campus health centers and social services agencies for possible professional counseling.

Clients may experience difficulty with child care, transportation, clothing, legal, and other personal needs. The placement specialist will need to identify referral sources in the community. Begin to compile a directory of frequently used agencies from city, county, and state directories (Alameda County Industry Education Council, 1983). While many supportive services are available, procedures surrounding obtainment often result in discouragement on the part of the applicant. Good referral procedures are necessary as well as follow-through contact to assure that the client has in fact obtained the needed service. Proper procedures include:

1) Inform the client of available services - location, contact person, access procedures, etc.

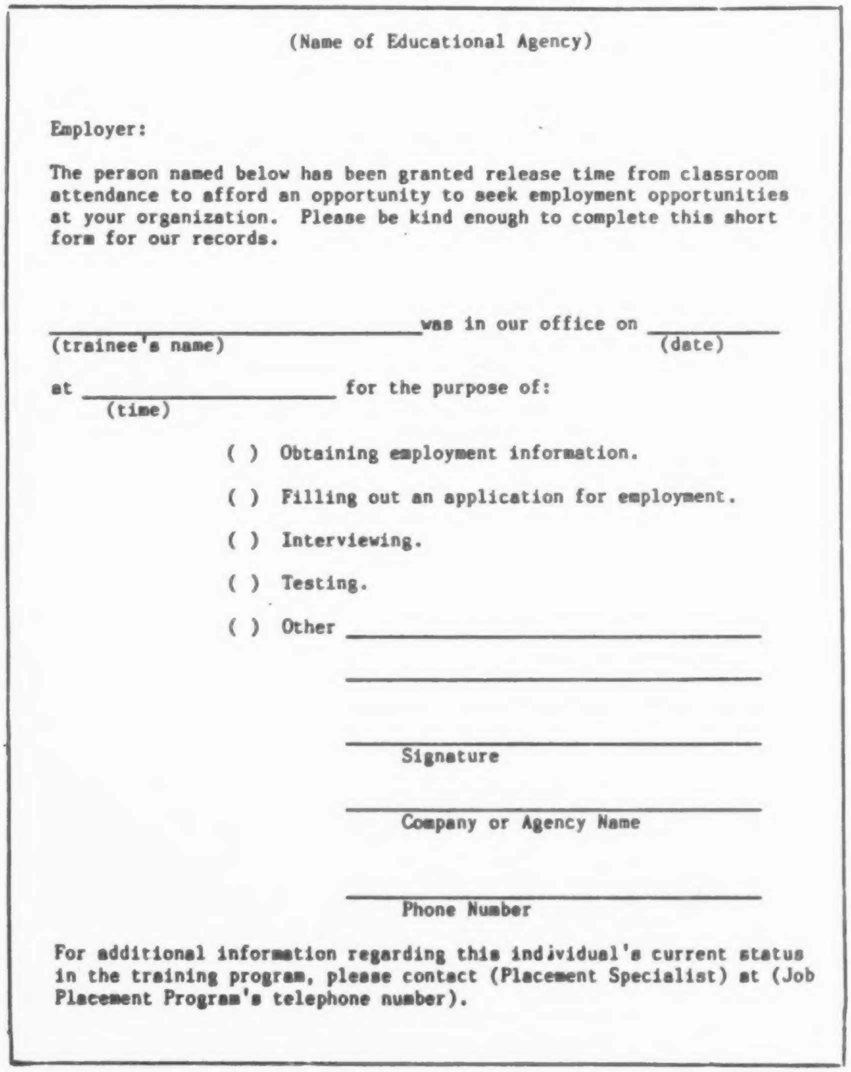
2) Contact help agency and set up appointment or arrange for them to

contact client.

3) Follow-up on referral by contacting the client and/or agency to learn whether the client is receiving needed assistance.

Problem of Verification of Job Interviews and Applications:

To insure that participants are following up job referrals, it is advisable to obtain verification of employer contact. Figure 32 is an example of a job search verification form (see Appendix Q).



(Name of Educational Agency)

Employer:

The person named below has been granted release time from classroom attendance to afford an opportunity to seek employment opportunities at your organization. Please be kind enough to complete this short form for our records.

______________________ was in our office on __________
(trainee's name) (date)

at ______________ for the purpose of:
(time)

( ) Obtaining employment information.

( ) Filling out an application for employment.

( ) Interviewing.

( ) Testing.

( ) Other ______________________

____

____
Signature

____
Company or Agency Name

____
Phone Number

For additional information regarding this individual's current status in the training program, please contact (Placement Specialist) at (Job Placement Program's telephone number).

Figure 32

Verification of Job Interviews and Applications

DAILY CLIENT CONTACT

Daily contact with each client is of utmost importance. These daily briefings are in addition to the initial conference, the weekly scheduled "pep talk" group sessions, and the regular and/or emergency counseling. The daily contact may be supplemented by telephone contact, but, of course, person-to-person contact is more effective and the telephone contacts should be used only as a contingency measure. Records should be maintained in each client's folder on a chart similar to the one shown below in Figure 33 (see Appendix R).

PARTICIPANT CONTACT RECORD

DATE	

Figure 33

Participant Contact Record

Referrals, both the copy the client receives and the copy for the prospective employer, can be described on forms such as these depicted in Figure 34 (see Appendix S). Remember to make a note of the referral on the Contact Record in the client's folder. In addition, a carbon or photocopy of each client's copy of the Job Referral Form and each employer's copy of the Job Referral Card is recommended.

JOB REFERRAL FORM

This will introduce ______________________________, a candidate for employment at your company.

Company Name ______________________________

Address ______________________________

____

Phone ______________________________

Appointment Time ______________________________

Special Instructions to Student ______________________________

____

If you are unable to keep this appointment, contact me immediately.

Telephone: Office, Message. Thank you.

____

Job Placement Specialist
Cypress College Business Skills

JOB ORDER FORM

Name of Company ______________________________

Address ______________________________

Phone ______________ Directions to Company ______________

____

Contact Person ______________________________

Work Hours ______________ Full Time___ Part Time___ Date__________

Number of Employees in Company ______________________________

Comments ______________________________

____

____

Salary ______________________________

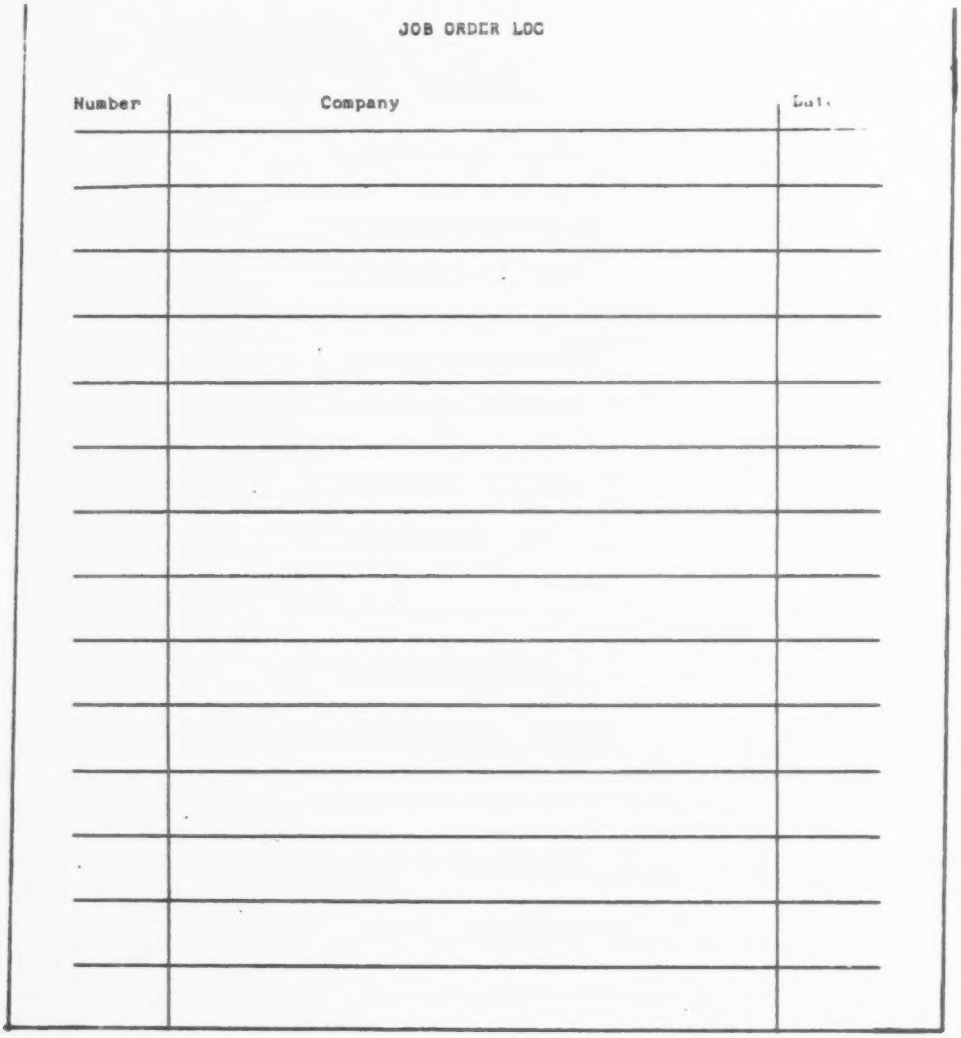
Figure 34

Job Referral Form

DAILY EMPLOYER CONTACT

Implicit in any placement program is a job market analysis with resulting job development. In compiling a list of companies with openings, contacts must be made with employers. For complete job development strategies, the reader is referred to the volume produced by this consortium entitled Job Development Strategies.

A daily log should be maintained by the placement specialist and should include the company's name, address and phone number; the contact person, the job title, job description and performance requirements. The log in Figure 35 can serve as a guide (see Appendix T).



JOB ORDER LOG

Number	Company	Dat

Figure 35
Job Order Log

In addition to job development, daily contact is required between employers and the placement specialist. There is a need to communicate with personnel departments to acquire additional job descriptions regarding advertised positions. In most cases, it would be advisable for the placement specialist to ascertain information about the need for proficiency testing or bonding requirements which a respective company may have. This would enable the placement specialist to prepare and coach the participants prior to the hiring process at each particular company. On occasion, employers have waived bonding requirements, testing procedures, and even actual job requirements depending on the situation as explained by the placement specialist (Johnson, Ho, Shellberg and Gomez, 1980).

"It takes clerical and telephone efforts and footwork to maintain a current index of employment opportunities (Johnson, Ho, Shellberg and Gomez, 1980, p. 59)." By laying the proper groundwork prior to a participant's application and/or interview, the placement specialist can help "sell" a client to an employer, make clients aware of employment possibilities and, in addition, prepare clients about a company's employee expectations and hiring process, thus helping the client eliminate some barriers to employment.

PLAN AND EXECUTE AN ADVISORY BUSINESS MEETING

Every opportunity to update the vocational education and advise clients of the current hiring processes should be explored. The most probable source for this information would be the employers in the area.

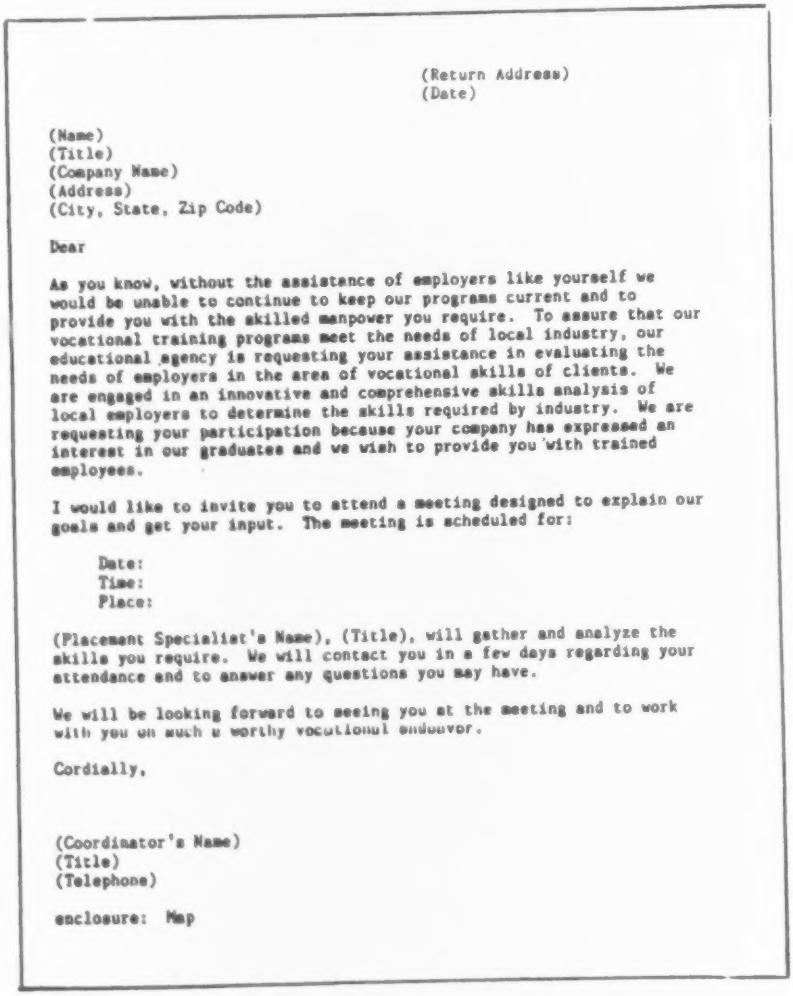
Therefore, in an effort to link with local employers, to obtain input on today's "world of work" needs, and to find out what employment opportunities are available, it is wise to plan and execute a business advisory meeting. An advisory committee can make a positive contribution to job placement activities. It may consist of business, labor, civic groups and government representatives. More specifically, members could be personnel specialists in industry, job placement specialists, union representatives, or former recipients of job placement services. They should be individuals who are willing to serve actively on the committee and who are respected by other committee members (Johnson, Ho, Shelberg, Gomez, 1980). Sources for advisory committee members may be the Chamber of Commerce, the Better Business Bureau, companies who hired previous participants, etc.

The advisory committee's role in job placement should be that of a go-between, drawing the vocational education program and the community closer to provide job opportunities for disadvantaged students. Its main duties would be to develop jobs by making employers aware of the job placement services. The committee might survey the needs of local employers to improve employment opportunities. The committee could make recommendations (to vocational education personnel) for bettering the vocational education program in readying clients for the current job market. The committee might also assume the responsibility for preparing employers to receive and deal with disadvantaged individuals.

> Advisory committee input should be useful because members will be knowledgeable about the world of work. To be effective, it should be comprised of five to seven members with at least a chair, vice chair, and secretary. The committee should meet at least twice a year and follow a present agenda and regular order of business. As the entity that broadens the vocational education program's base of support, its work should be noted and its advice heeded (Johnson, Ho, Shelberg, Gomez, 1980, p. 70).

After a list of prospective employers is made, contact each employer to determine interest and invite a representative from the interested companies to an advisory committee meeting. Explain that the purpose of the advisory committee is that of supporting the vocational program and/or placement program by providing up-to-date "world of work" needs, disseminating information about the placement program, their being open to hire qualified applicants from the placement program and enlisting the help of their associates to do the same.

The expected outcome of the advisory committee and the ensuing advisory committee meeting is to increase the probability of disadvantaged participants becoming full-time, permanently employed, and productive workers. Set a date and time and reserve a meeting room. Your letter may read similar to the one shown in Figure 36 (see Appendix U). Remember to make those follow-up calls referred to in the letter.



(Return Address)
(Date)

(Name)
(Title)
(Company Name)
(Address)
(City, State, Zip Code)

Dear

As you know, without the assistance of employers like yourself we would be unable to continue to keep our programs current and to provide you with the skilled manpower you require. To assure that our vocational training programs meet the needs of local industry, our educational agency is requesting your assistance in evaluating the needs of employers in the area of vocational skills of clients. We are engaged in an innovative and comprehensive skills analysis of local employers to determine the skills required by industry. We are requesting your participation because your company has expressed an interest in our graduates and we wish to provide you with trained employees.

I would like to invite you to attend a meeting designed to explain our goals and get your input. The meeting is scheduled for:

Date:
Time:
Place:

(Placement Specialist's Name), (Title), will gather and analyze the skills you require. We will contact you in a few days regarding your attendance and to answer any questions you may have.

We will be looking forward to seeing you at the meeting and to work with you on such a worthy vocational endeavor.

Cordially,

(Coordinator's Name)
(Title)
(Telephone)

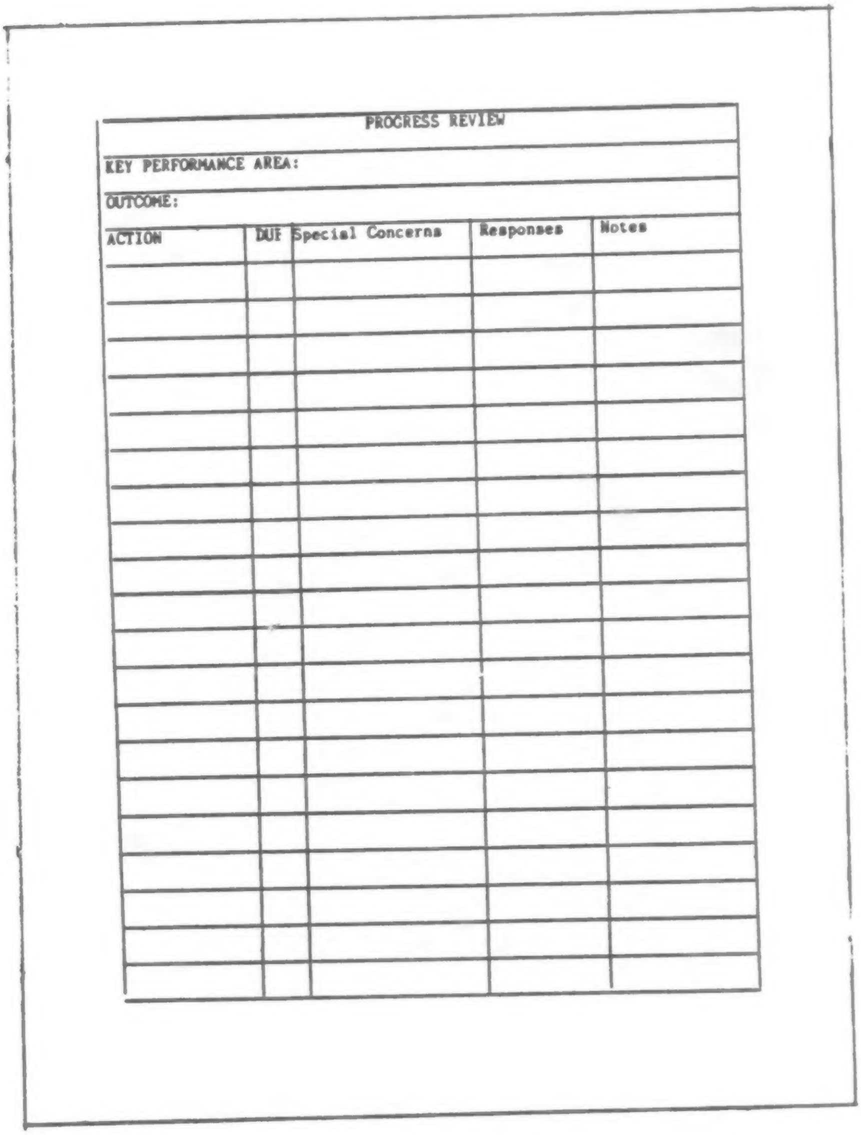
enclosure: Map

Figure 36

Invitation Letter

In addition, instead of limiting the advisory committee to business representatives, vocational training staff and job placement personnel, the business representatives might talk to students about the types, availability, and job requirements of entry level positions in their respective companies.

An important aid in any planning process such as an advisory committee business meeting is a "Progress Review" check list such as the one depicted in Figure 37 (see Appendix U). List all of the steps to follow, and which are integral to planning and executing an advisory business meeting.



PROGRESS REVIEW

KEY PERFORMANCE AREA:

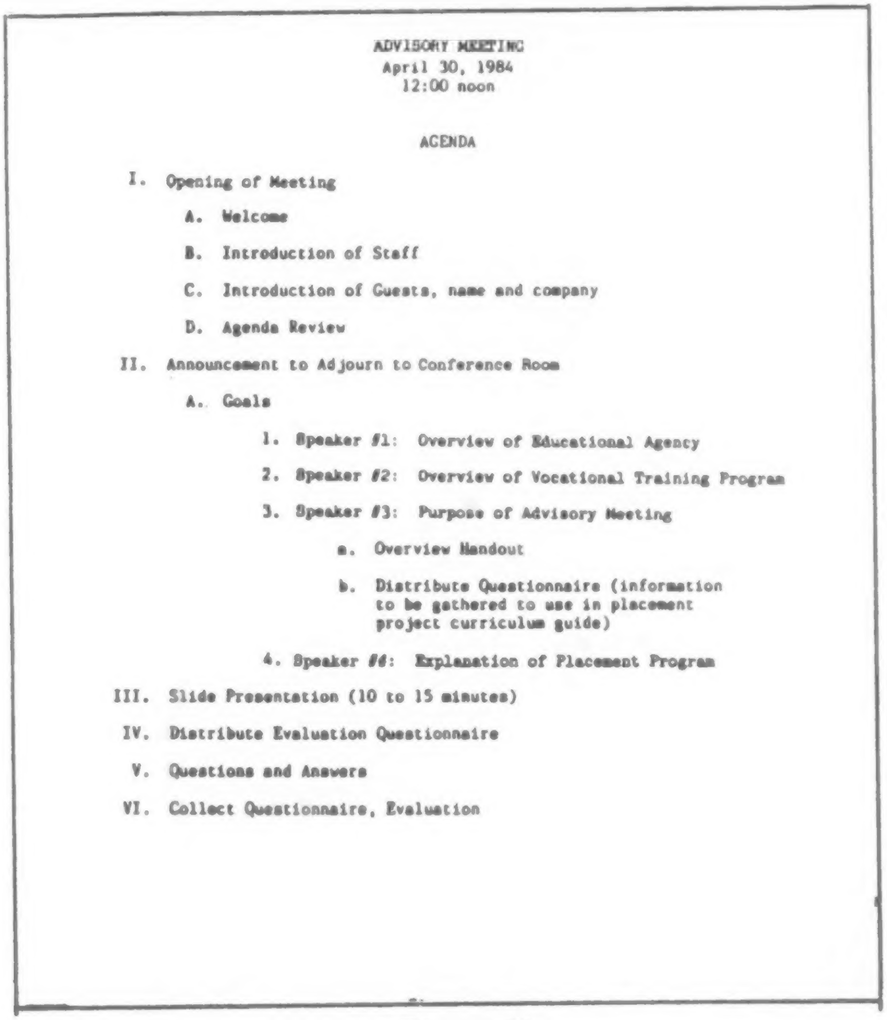
OUTCOME:

ACTION	DUE	Special Concerns	Responses	Notes

Figure 37

Progress Review

Plan an agenda for the meeting similar to Figure 38 (see Appendix U). Topics to include are introductions, an overview of the goals of the meeting, speakers who will make presentations, a review of handouts, mention of any questionnaires, and a review of any special program, such as a slide presentation. Slides and transparencies add life to meetings, so an audio-visual demonstration of skills your students have to offer the business world is recommended. Before the meeting draws to a close, extend an invitation to the business representatives present to become a member of the Advisory Committee.



ADVISORY MEETING
April 30, 1984
12:00 noon

AGENDA

I. Opening of Meeting
    A. Welcome
    B. Introduction of Staff
    C. Introduction of Guests, name and company
    D. Agenda Review
II. Announcement to Adjourn to Conference Room
    A. Goals
        1. Speaker #1: Overview of Educational Agency
        2. Speaker #2: Overview of Vocational Training Program
        3. Speaker #3: Purpose of Advisory Meeting
            a. Overview Handout
            b. Distribute Questionnaire (information to be gathered to use in placement project curriculum guide)
        4. Speaker #4: Explanation of Placement Program
III. Slide Presentation (10 to 15 minutes)
IV. Distribute Evaluation Questionnaire
V. Questions and Answers
VI. Collect Questionnaire, Evaluation

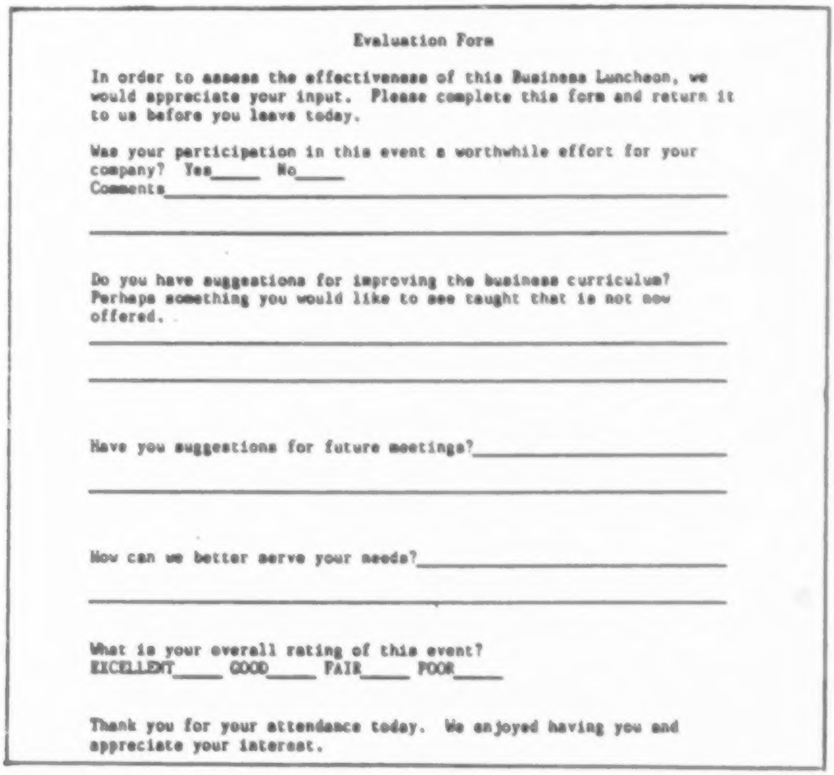
Figure 38

Agenda

Handouts

Appropriate handouts are integral to the success of an advisory meeting. The sample of handout package included as appendices relate to only one training program but will serve as a basis for modification by the placement specialist as to the type of information to include when preparing a handout packet for advisory meetings (see Appendix L).

Ideas of information to include in the handout packet are items such as the agenda, the placement specialist's business card, a flow chart showing an overview of the program, appropriate jobs (include dot codes) for which clients would be trained, a description of the vocational training courses, a questionnaire to obtain information relevant to employers' current selection process and an evaluation sheet to determine areas to improve regarding the meeting itself or the vocational training. Below is an evaluation sheet to provide the reader with an idea of the proper composition of one.



Evaluation Form

In order to assess the effectiveness of this Business Luncheon, we would appreciate your input. Please complete this form and return it to us before you leave today.

Was your participation in this event a worthwhile effort for your company? Yes_____ No_____

Comments____

____

Do you have suggestions for improving the business curriculum? Perhaps something you would like to see taught that is not now offered.

____

____

Have you suggestions for future meetings?__________________

____

How can we better serve your needs?______________________

____

What is your overall rating of this event?

EXCELLENT_____ GOOD_____ FAIR_____ POOR_____

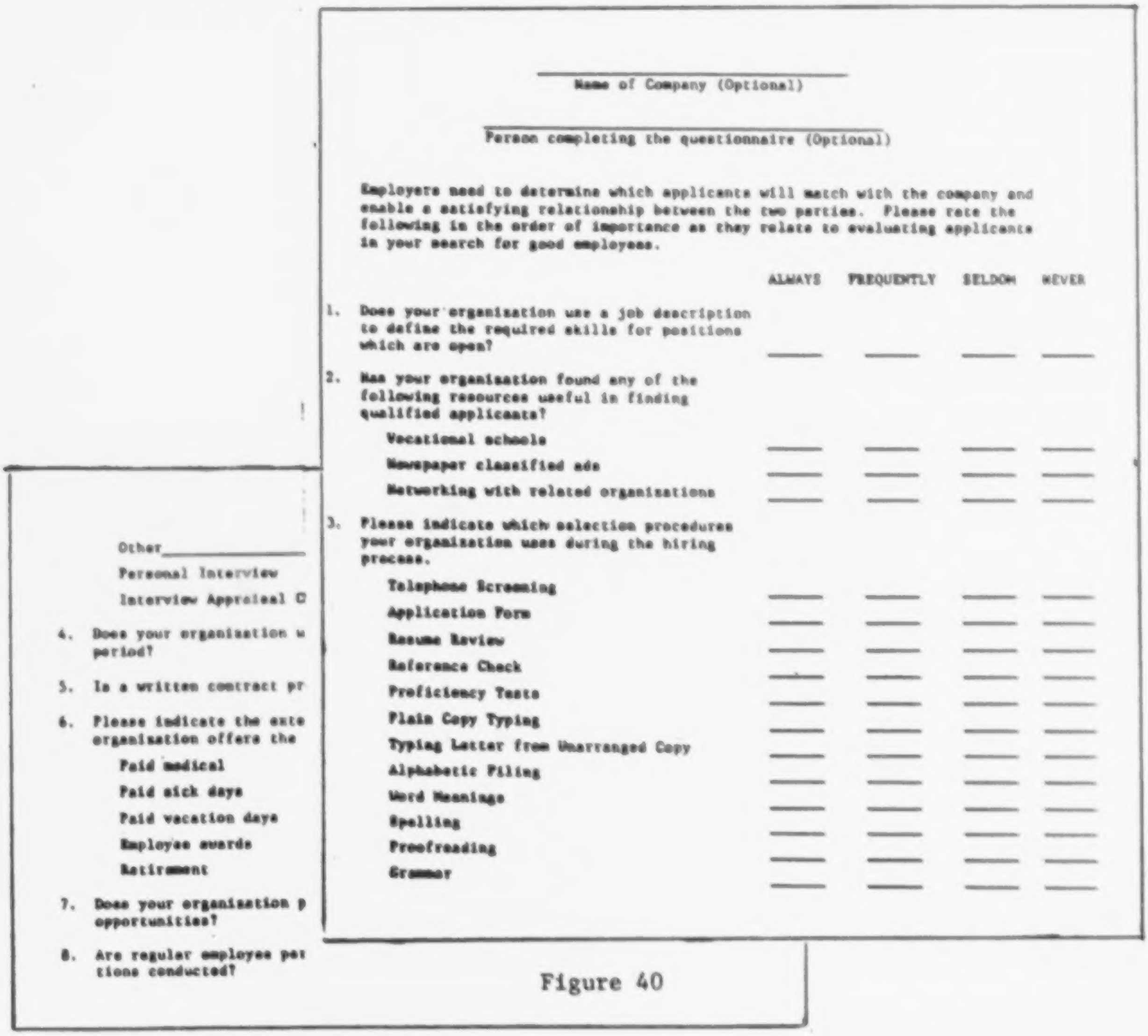
Thank you for your attendance today. We enjoyed having you and appreciate your interest.

Figure 39

Evaluation Form

An evaluation sheet will provide a chance for the advisory committee to present their views of the placement program and their recommendations for improvement as well as help forge better linkage with business in the future. An effective advisory committee will provide non-educational views and perspectives. These "balanced" views should result in more effective programs which could better prepare disadvantaged students to enter the work force (Johnson, Ho, Shellberg and Gomez, 1980, p. 69)."

An appropriate questionnaire, such as the one following will serve to generate a discussion of placement services and training. A well-written questionnaire asks the advisory committee to update basic plans, and provide advice regarding the generation of support from business, labor and government participants.



____
Name of Company (Optional)

____
Person completing the questionnaire (Optional)

Employers need to determine which applicants will match with the company and enable a satisfying relationship between the two parties. Please rate the following in the order of importance as they relate to evaluating applicants in your search for good employees.

	ALWAYS	FREQUENTLY	SELDOM	NEVER
1. Does your organization use a job description to define the required skills for positions which are open?	____	____	____	____
2. Has your organization found any of the following resources useful in finding qualified applicants?				
Vocational schools	____	____	____	____
Newspaper classified ads	____	____	____	____
Networking with related organizations	____	____	____	____
3. Please indicate which selection procedures your organization uses during the hiring process.				
Telephone Screening	____	____	____	____
Application Form	____	____	____	____
Resume Review	____	____	____	____
Reference Check	____	____	____	____
Proficiency Tests	____	____	____	____
Plain Copy Typing	____	____	____	____
Typing Letter from Unarranged Copy	____	____	____	____
Alphabetic Filing	____	____	____	____
Word Meanings	____	____	____	____
Spelling	____	____	____	____
Proofreading	____	____	____	____
Grammar	____	____	____	____

Other______________

Personal Interview

Interview Appraisal C

4. Does your organization w
period?

5. Is a written contract pr

6. Please indicate the exte
organization offers the

Paid medical

Paid sick days

Paid vacation days

Employee awards

Retirement

7. Does your organization p
opportunities?

8. Are regular employee pe
tions conducted?

Figure 40

Questionnaire

Questionnaire and Results of Tally

The results of the tally of the answers to the questionnaire provided by the members of the advisory committee at the advisory meeting will be extremely useful to the job placement program, the vocational training program, the placement specialist and the participants. An expected outcome of the questionnaire tally would be "the utilization of job analysis data to devise a realistic vocational curriculum for disadvantaged students (Johnson, Ho, Shellburg and Gomez, 1980, p.73)."

For the purposes of this project an Advisory Committee Meeting was conducted with representatives from various industries. There were 19 business representatives attending the Advisory Committee Meeting which was held to provide data for this "Job Placement Program and Follow-Up System Manual." These people represented 11 companies. The responses provided by these 11 companies are the basis for the percentages cited here.

Highlights of the results of the tally are presented below, the actual tally sheet appears on the following page in Figure 41. These statistics provide a basis for areas of emphasis in the placement program.

1) The summary of responses shows the importance of the application forms, with 100 percent of the companies in the study "always" using it during the hiring process.

2) One hundred percent of the participating companies "always" or "frequently" make reference checks, telephone screening being relied on heavily.

3) Resumes are "always" or "frequently" utilized by the participating companies 91 percent of the time.

4) Personal interviews are "always" conducted 82 percent of the time as a hiring technique; the percentage increases to 91 percent as a technique when the categories used to figure percentage include "always" as well as "frequently".

5) Sixty-four percent of these participating companies "always" utilize a probation period with their new employees.

TALLY

Tally of answers to questions on the questionnaire as provided by the 11 companies (17 representatives) attending the Business Advisory Meeting sponsored by the educational agency accomplishing this placement program project.

Employers need to determine which applicants will match with the company and enable a satisfying relationship between the two parties. Please rate the following in the order of importance as they relate to evaluating applicants in your search for good employees.

	ALWAYS	FREQUENTLY	SELDOM	NEVER	NO ANS.
1. **Does your organization use a job description to define the required skills for positions which are open?**	7	4			
2. **Has your organization found any of the following resources useful in finding qualified applicants?**					
Vocational schools	3	2	4		2
Newspaper classified ads	5	4	2		
Networking with related organizations	1	4	2	1	3
3. **Please indicate which selection procedures your organization uses during the hiring process.**					
Telephone Screening	3	5	1	1	1
Application Form	11				
Resume Review	5	5		1	
Reference Check	8	3			
Proficiency Tests	2	5	2	2	
Plain Copy Typing	2	7		2	
Typing Letter from Unarranged Copy		1	2	7	1
Alphabetic Filing		2	1	7	1
Word Meanings		1	1	8	1
Spelling	1	1		9	
Proofreading			1	9	1
Grammar	1	1	1	8	

Figure 41

Tally of Questionnaire
Page One

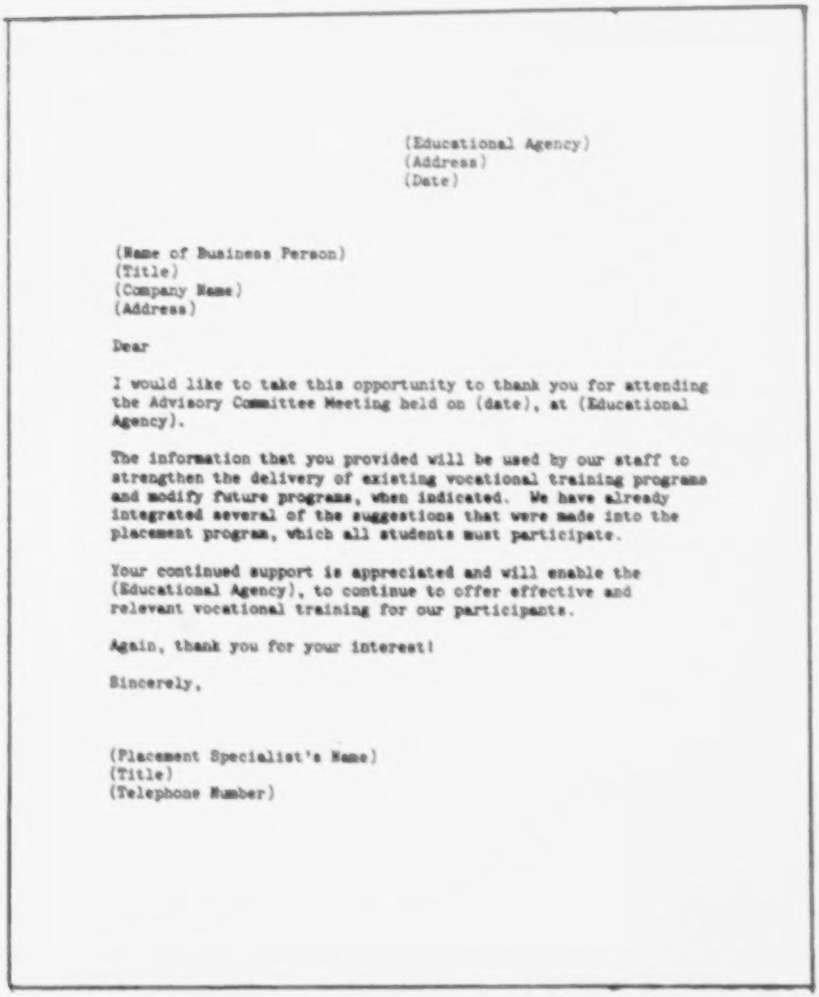
	ALWAYS	FREQUENTLY	SELDOM	NEVER	NO ANS.
Other________________________					11
Personal Interview	9	1			1
Interview Appraisal Check List	4		1	3	3
4. Does your organization utilize a probation period?	7			3	1
5. Is a written contract provided the employee?	1	2	1	6	1
6. Please indicate the extent to which your organization offers the following:					
Paid medical	9	1			1
Paid sick days	9	1			1
Paid vacation days	9	1			1
Employee awards	6	1	2		2
Retirement	8	1	1		1
7. Does your organization provide training opportunities?	3	5	2		1
8. Are regular employee performance evaluations conducted?	8	2			1

Figure 41 (Continued)

Tally of Questionnaire
Page Two

Thank you Letter

Finally, a follow-up thank you letter, should be sent to each member of the business community who attended the advisory committee meeting. Figure 42 provides an example (see Appendix U). References recommended that "employers should be given tokens of appreciation for their participation (Johnson, Ho, Shellberg and Gomez, 1980, p.74)."



(Educational Agency)
(Address)
(Date)

(Name of Business Person)
(Title)
(Company Name)
(Address)

Dear

I would like to take this opportunity to thank you for attending the Advisory Committee Meeting held on (date), at (Educational Agency).

The information that you provided will be used by our staff to strengthen the delivery of existing vocational training programs and modify future programs, when indicated. We have already integrated several of the suggestions that were made into the placement program, which all students must participate.

Your continued support is appreciated and will enable the (Educational Agency), to continue to offer effective and relevant vocational training for our participants.

Again, thank you for your interest!

Sincerely,

(Placement Specialist's Name)
(Title)
(Telephone Number)

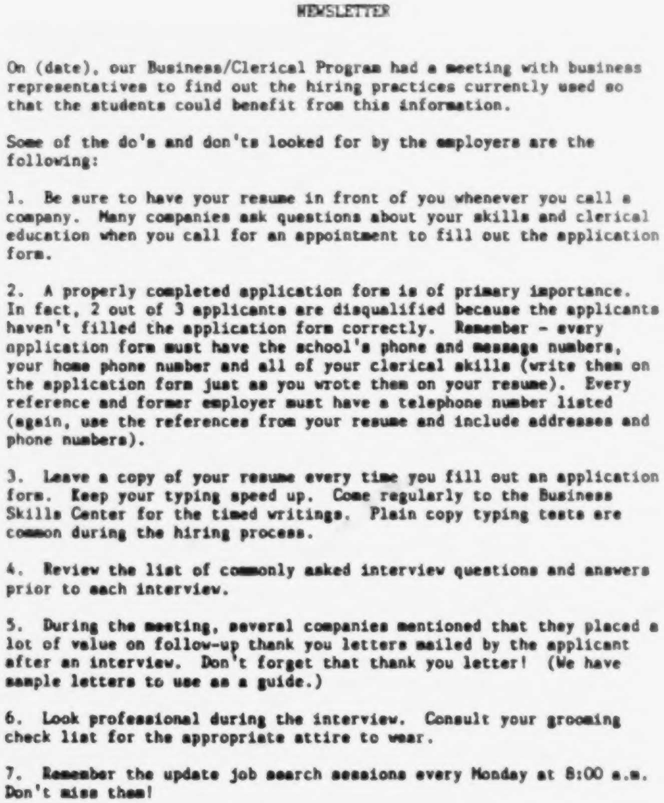
Figure 42

Thank You Letter

Newsletter

The students should be informed of the results of the Advisory Committee Meeting. A printed newsletter could be the dispensing vehicle. A newsletter provides an opportunity to highlight interview areas currently given special attention by personnel departments. Providing the participants the employers' consensus, such as in a newsletter, is a good technique toward keeping participants up-to-date on the latest in the "world of work," extremely important to being successful during the job search.

The newsletter reproduced in Figure 43 contains typical information (see Appendix U). A newsletter can also serve, as does this one, to remind clients of proper interviewing techniques, or other job-search related techniques. It has been found that a newsletter which is mailed to each participant seems to generate increased interest.



NEWSLETTER

On (date), our Business/Clerical Program had a meeting with business representatives to find out the hiring practices currently used so that the students could benefit from this information.

Some of the do's and don'ts looked for by the employers are the following:

1. Be sure to have your resume in front of you whenever you call a company. Many companies ask questions about your skills and clerical education when you call for an appointment to fill out the application form.

2. A properly completed application form is of primary importance. In fact, 2 out of 3 applicants are disqualified because the applicants haven't filled the application form correctly. Remember - every application form must have the school's phone and message numbers, your home phone number and all of your clerical skills (write them on the application form just as you wrote them on your resume). Every reference and former employer must have a telephone number listed (again, use the references from your resume and include addresses and phone numbers).

3. Leave a copy of your resume every time you fill out an application form. Keep your typing speed up. Come regularly to the Business Skills Center for the timed writings. Plain copy typing tests are common during the hiring process.

4. Review the list of commonly asked interview questions and answers prior to each interview.

5. During the meeting, several companies mentioned that they placed a lot of value on follow-up thank you letters mailed by the applicant after an interview. Don't forget that thank you letter! (We have sample letters to use as a guide.)

6. Look professional during the interview. Consult your grooming check list for the appropriate attire to wear.

7. Remember the update job search sessions every Monday at 8:00 a.m. Don't miss them!

Figure 43

Newsletter

INTRODUCTION TO JOB PLACEMENT COMPETENCIES FOR THE CLIENT

It is imperative to a successful job search to know which job search competencies the client has mastered. Inventories will tell the placement specialist what interests the client has, but it is necessary to know more, such as the proficiency level of job placement competencies. The following job placement competencies which a client must demonstrate have been broken down to outline each competency; the materials and activities useful to review, coach and update for each of these competencies; and the measurable objectives necessary for each competency. In addition, recommended teaching methods and evaluation methods have been annotated.

These guidelines for job placement competencies were derived from a synthesis of literature written on this topic during recent years. They are intended to provide principles by which to make judgments or to determine a course of action. In response to recent emphasis on educational goals with measurable objectives and world-of-work relationships, concrete suggestions for placement program planning, as well as implementation in the client's job search phase, are vital.

The job placement competencies for the client which are included here, are intended for use by employers and training staff personnel. The competency page format - suitable as a guide for quick identification and verification of the client's skills, is one which was selected for use by all members of this consortium for defining vocational competencies. The consortium group of practioners intended to provide an easy-to-follow format with an easy-to-understand outlining of competencies and their measurable objectives.

In the case of job placement competencies for the client, it is understood that the placement specialist is dealing with a participant population which has already studied these areas during work maturity and job-readiness studies. In most instances, such studies would have been studied concurrently with the vocational training. "By the time students are referred to the job placement offices, they should have a printed resume...and also know what businesses expect in terms of resumes and letters of application (Johnson, Ho, Shellberg and Gomez, 1980, p. 18)." Therefore, the first goal of the placement specialist is to review the job placement competencies with each client to determine the percentage of proficiency. Coaching in those competencies in which the client did not achieve the minimum level of competency must be part of the overall placement program. Updating previously learned competencies and previously completed job search assignments, i.e., resumes, must be another aspect of the program.

> It should be noted, that in no instance, should failure to meet minimum levels of proficiency in job placement competencies on the part of the client be used to screen anyone out of the job placement program. No program should be guilty of not serving those

applicants most in need. This participant-centered approach implies that testing should provide participants with new and significant information about themselves as it relates to satisfying employment that would not have been available otherwise. It provides the opportunity for the participants to formulate a clear picture of their employment needs (Fitch, 1983, p. 3).

LIST OF CLIENT JOB PLACEMENT COMPETENCIES

Employability, according to experts in the field, was found to consist of a number of separate factors: Basic skills, vocational skills, work orientation, and job search skills (Selz, 1980). Presented here are competencies selected after findings which resulted from a research of employers, community agencies involved with placement, vocational teachers, students, and literature concerning proficiencies and requirements for successful job search. These competencies, explained in detail and complete with measurable objectives, are presented on the following pages.

List of Client Job Placement Activities

1.0 Interview

- 1.1 The client will be able to demonstrate this ability by:
    - 1.1.1 Simulating an interview in a role-play simulation and/or video-taped simulation.
    - 1.1.2 Answering interview questions appropriately.
    - 1.1.3 Reviewing a pre-interview preparation checklist.
    - 1.1.4 Reviewing an interview checklist.

2.0 Application Form Preparation

- 2.1 The client will be able to demonstrate this ability by:
    - 2.1.1 Following the instructions on an application form such as printing, using a pen or typing.
    - 2.1.2 Filling in requested information in appropriate sections.

3.0 Resume Preparation and Update

- 3.1 The client will be able to demonstrate this ability by:
    - 3.1.1 Compiling current personal data.
    - 3.1.2 Compiling current educational data.
    - 3.1.3 Gathering past work experience information.
    - 3.1.4 Gathering all job-related skills.
    - 3.1.5 Listing references.
    - 3.1.6 Composing a statement regarding career/job

objective.

3.1.7 Listing all job-related honors.

3.1.8 Including all special abilities, i.e., bilingual.

3.1.9 Arranging all information in appropriate format.

3.1.10 Presenting a good copy of the completed resume with each application form and/or interview.

4.0 Telephone Techniques

4.1 The client will be able to demonstrate this ability by:

4.1.1 Introducing oneself.

4.1.2 Explaining purpose of call.

4.1.3 Responding to questions asked of client over the phone.

4.1.4 Arranging for additional arrangements when appropriate.

4.1.5 Using good telephone manners.

5.0 Cover Letter Preparation

5.1 The client will be able to demonstrate this ability by:

5.1.1 Addressing the letter to the proper person/company.

5.1.2 Stating the purpose of the letter.

5.1.3 Stating the position applying for.

5.1.4 Listing the job-related qualification.

5.1.5 Requesting an interview.

5.1.6 Using the correct business style for the letter, typing on 8 1/2" x 11" paper.

5.1.7 Including the student's telephone number and return address.

5.1.8 Enclosing a resume.

6.0 Follow-Up Letter, Call, Visit

6.1 The client will be able to demonstrate this ability by:

6.1.1 Writing a post-interview letter the day of the interview.

6.1.2 Making a telephone call two to three days after the interview.

6.1.3 Making a return visit about two to three days after the interview.

7.0 Map and Bus Schedule Reading

7.1 The client will be able to demonstrate this ability by:

7.1.1 Interpreting the sections of a map to locate the interview site.

7.1.2 Following verbal directions to locate the interview site.

7.1.3 Interpreting bus schedules to locate the interview/job site.

8.0 Registration with Appropriate Agencies

8.1 The client will be able to demonstrate this ability by:

8.1.1 Identifying agencies assisting in finding employment.

8.1.2 Identifying agencies assisting in supportive services helpful during the job search.

9.0 Schedule Interviews

9.1 The client will be able to demonstrate this ability by:

9.1.1 Responding to want ads and job listings.

9.1.2 Responding to job referrals.

10.0 Job Listings, Want Ad Review

10.1. The client will be able to demonstrate this ability by:

10.1.1 Using the yellow pages of the telephone directory.

10.1.2 Networking with friends, business people and relatives.

10.1.3 Registering at non-fee employment agencies.

10.1.4 Reading daily want ads.

11.0 Proficiency Test Taking

11.1 The client will be able to demonstrate this ability by:

11.1.1 Demonstrating a knowledge of test-taking techniques.

11.1.2 Demonstrating knowledge of job-related skills.

12.0 Grooming, Appropriate Attire

12.1 The client will be able to demonstrate this ability by:

12.1.1 Reviewing a grooming checklist.

12.1.2 Reviewing an appropriate interview wardrobe check list.

12.1.3 Describing effective use of a limited wardrobe.

12.1.4 Describing the proper ways to select clothing.

13.0 Positive Attitude

13.1 The client will be able to demonstrate this ability by:

13.1.1 Exhibiting appropriate methods of dealing with others.

13.1.2 Exhibiting appropriate methods of dealing with problems.

13.1.3 Exhibiting a continuing job search effort regardless of rejections.

13.1.4 Exhibiting a cheerful expression.

14.0 Portfolio Preparation

14.1 The client will be able to demonstrate this ability by:

14.1.1 Pulling together documents required to substantiate job preparedness.

14.1.2 Assembling all pertinent materials into a binder or other appropriate display package.

15.0 Obtaining References

15.1 The client will be able to demonstrate this ability by:

15.1.1 Contacting appropriate acquaintances.

15.1.2 Including two to three appropriate references on resumes and application forms.

15.1.3 Including letters of reference in portfolio.

16.0 Job Retention Knowledge

16.1 The client will be able to demonstrate this ability by:

- 16.1.1 Completing a work evaluation report patterned after those of industry on oneself.
- 16.1.2 Identifying reasons for leaving a job.

17.0 Program Job Search

17.1 The client will be able to demonstrate this ability by:

- 17.1.1 Following program policies prior to employment.
- 17.1.2 Following program policies after employment.

This section can also be utilized in conjunction with the other components of the Orange County Educational consortium for Competency Based JTPA Vocational Training.

PLACEMENT PROGRAM SCHEDULE FOR CLIENT

Preparing for and looking for a job falls into the instructional framework of most vocational training schools. "As teachers have a vested interest in competencies which are the responsibility of the school to teach, further examination is indicated (Selz, 1980)." This opinion highlights the various aspects which must be included in the placement program schedule for the client which could be patterned after the sample included for Week One in Figure 44 (see Appendix V).

(Student's Name)

Schedule for Week One

(Date)

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-9	Job Search Orientation & Arrangement of Schedule	*Review of Job Search Competencies	Continue with Review of Competencies	Continue with Review of Competencies	Continue with Review of Competencies
9-10					
10-11					
11-12					
12-1	Lunch Counseling Sessions with Placement Specialist	Lunch Coaching on Job Search Competencies	Lunch Continue Coaching on Competencies	Lunch Continue Coaching on Competencies	Lunch Continue Coaching on Competencies
1-2					
2-3					
3-4					
4-5					

*Refer to flow chart and manual for detailed explanation.

Figure 44
Client Placement Program Schedule, Week One

Time must be allocated for a review of existing job search competencies. Since there may be areas requiring coaching and updating of competencies, time must be scheduled for that as well.

The various components of the actual job search, such as those during Week Two, Figure 45, consist of reviewing want ads and job listings; following up on job referrals; scheduling interviews; mailing cover letters and resumes; and writing follow-up thank you letters after interviews: to name a few, and must be included in the client's job placement schedule (see Appendix V). Resources provided clients by the placement program should consist of a wide range of reviews, coaching and services which require scheduled time allocations.

(Student's Name) ____________

Schedule
for
Week Two
(and subsequent weeks until employment)

(Date) ______

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-9 ↑	1.Want Ad Review 2.Contact Employers	1.Want Ad Review 2.Contact Employers	1.Want Ad Review 2.Contact Employers	1.Want Ad Review 2.Contact Employers	1.Want Ad Review 2.Contact Employers
9-10	3.Make Appts. for Interview 4.Make Appts./	3.Make Appts., for Interview 4.Make Appts./	3.Make Appts. for Interview 4.Make Appts./	3.Make Appts. for Interviews 4.Make Appts./	3.Make Appts. for Interview 4.Make Appts./
10-11	Applications 5.Schedule and Take Required Proficiency	Applications 5.Compose, Type and Mail Follow-Up	Applications 5.Schedule Counseling Session with	Applications 5.Compose, Type and Mail Follow-Up	Application 5.Maintain Records, Logs
11-12 ↓	Tests (as, & when necessary)	Thank You Letters After Interviews	Placement Specialist	Thank You Letters After Interviews	
12-1 ↑	1."Pep Session" Group Talks	1.Register & Check With	1.Register & Check with	1.Follow-Up on Job Referrals	1.Follow-Up o Job Referra
1-2	with Placement Specialist 2.Keep Appts./ Interviews &	Employment Agencies 2.Keep Appts. / Interviews &	Community Agencies 2.Follow-Up on Job Referrals	2.Keep Appts./ Interviews & Applications as Scheduled	2.Keep Appts./ Interviews & Application as Schedule
2-3 ↓	Applications 3.Compose, Type and Mail Cover Letters	Applications 3.Follow-Up on Job Referrals	3.Keep Appts./ Interviews & Applications		
3-4	& Resumes				
4-5					

Figure 45
Client Placement Program Schedule, Week Two

CLIENT JOB PLACEMENT COMPETENCIES

Ascertaining the proficiency level of competencies with measurable objectives is a complex activity. "It is in some ways an art, in some ways a science (Fitch, 1983, p. 6)." The competencies which are outlined on the following pages will help define client job placement competencies, their implementation and evaluation according to measurable objectives. The Evaluation Check List in Figure 46 is to be considered tracking device (see Appendix W). It is intended to assist test users in developing a program based upon analysis of a number of important elements in determining the percentage of competency of each client in the placement program. For each of the sub-competencies, the placement specialist determines the steps that should be taken.

EVALUATION CHECKLIST
FOR
JOB PLACEMENT SKILLS

STUDENT NAME: ____________

Competency Statement	Met (✓) Not Met (x)	Date	Method of Assessment

Method of Assessment:

Teaching Methods:

Audio-Visual ____________ A
Bulletin Board ____________ B
Chalkboard ____________ C
Class Discussion ____________ D
Demonstration ____________ E
Game Playing ____________ F
Guest Speaker ____________ G
Handouts ____________ H
Lecture ____________ I
Role Playing ____________ J
Reading Assignment ____________ K
Other ____________ L
____________ M

Evaluation Methods:

Teacher-made Test ____________ N
Question/Answer Period ____________ O
Situation/Role ____________ P
Return Demonstration ____________ Q
Observation of Clinical Performance ____________ R
Oral Quizzes ____________ S
Workbook Assignment ____________ T
Research Paper ____________ U
Other ____________ V
____________ W
____________ Y
____________ Z

Figure 46

Evaluation Check List for Job Placement Skills

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES

1.0 Interview

1.1. The client will be able to demonstrate the ability to interview successfully and will be able to demonstrate this ability by:

1.1.1 Simulating an interview in a role-play simulation and/or video-taped simulation.

1.1.1.1 Dressing appropriately for the job desired.

1.1.1.2 Communicating in a well-modulated voice.

1.1.1.3 Exhibiting good posture.

1.1.1.4 Presenting a positive attitude, smiling.

1.1.1.5 Including etiquette such as simple courtesies.

1.1.2 Answering interview questions appropriately.

1.1.2.1 Providing specific information requested regarding interest in position.

1.1.2.2 Providing specific information requested regarding job-related skills, strengths and weaknesses.

MATERIALS/ACTIVITIES/SERVICES

Materials

Getting a Job Process Kit, Zedlitz, R. South Western Publishing Co., 1981.

Success for You at Your Job Interview. Chiantelli, Leo. Mountain View: Western Tape, 1968.

Activities

Review instructional material pertinent to interviews.

Simulate an interview in a role-play and/or video-taped simulation.

Answer questions asked during a role-play and/or video-taped interview simulation.

Teaching Methods:

Audio-Visual	X
Bulletin Board	
Chalkboard	
Class Discussion	
Demonstration	X
Game Playing	
Guest Speaker	
Handouts	
Lecture	
Role Playing	X
Reading Assignment	X
Other	

EVALUATION

An interview in a role-play and/or video-taped simulation will be simulated by the client to meet a minimum level of 85 percent accuracy for all identified sub-competencies, as determined by the placement specialist.

Questions answered during a role-play and/or video-taped interview simulation will be answered by the client to meet a minimum level of 85 percent accuracy for all identified sub-competencies, as determined by the placement specialist.

A pre-interview preparation checklist will be completed by the student to meet a minimum level of 90 percent accuracy for all identified sub-competencies, as determined by the placement specialist.

An interview checklist will be completed by the student to meet a minimum level of 90 percent accuracy for all identified sub-

Evaluation Methods:

Teacher-made Test	
Question/Answer Period	
Situation/Role	X
Return Demonstration	X
Observation of Clinical Performance	
Oral Quizzes	
Workbook Assignment	X
Research Paper	
Other	

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
1.1.2.3 Providing specific information requested regarding past work experience.	Review a pre-interview preparation checklist. Review an interview check list.	competencies, as determined by the placement specialist.
1.1.2.4 Providing specific information requested regarding education.		
1.1.2.5 Providing specific information requested regarding references.		
1.1.2.6 Providing specific information requested regarding additional job-related information.		
1.1.2.7 Asking for additional job-related information.		
1.1.3 Reviewing a pre-interview preparation checklist.		
1.1.3.1 Gathering facts about the company.		
1.1.3.2 Taking paper, pencil, pen.		
1.1.3.3 Double checking application form for completeness before handing in.		
1.1.3.4 Taking resume.		
1.1.3.5 Taking examples of work.		
1.1.3.6 Taking other job-related records, certificates.		

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
1.1.4 Reviewing an interview checklist.		
1.1.4.1 Knowing the location of the interview.		
1.1.4.2 Going alone to the interview.		
1.1.4.3 Being on time. for the appointment.		
1.1.4.4 Observing good manners.		

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
2.0 Application Form Preparation 2.1 The client will be able to demonstrate the ability to prepare an application form successfully and will be able to demonstrate this ability by: 2.1.1 Following the instructions on an application form such as printing, using a pen or typing. 2.1.2 Filling in requested information in appropriate sections. 2.1.2.1 Listing correct position desired. 2.1.2.2 Filling in Personal Data. 2.1.2.3 Filling in Education. 2.1.2.4 Filling in past work experience. 2.1.2.5 Filling in references. 2.1.2.6 Filling in all job-related skills. 2.1.2.7 Using Correct grammar and spelling. 2.1.2.8 Completing the form neatly and legibly. 2.1.2.9 Including job-related interests	Materials Getting a Job Process Kit, Zedlitz, R. South-Western Publishing Co., 1981. Activities Review instructional material pertinent to application forms. Complete a sample application form. Complete a finalized copy of an application form. Teaching Methods: Audio-Visual ____ Bulletin Board ____ Chalkboard ____ Class Discussion ____ Demonstration X Game Playing ____ Guest Speaker ____ Handouts X Lecture ____ Role Playing ____ Reading Assignment X Other ____	A completed application form will be filled out by the client to meet a minimum level of 85 percent accuracy for all identified sub-competencies, as determined by the placement specialist. Evaluation Methods: Teacher-made Test ____ Question/Answer Period ____ Situation/Role ____ Return Demonstration ____ Observation of Clinical Performance ____ Oral Quizzes ____ Workbook Assignment X Research Paper ____ Other ____

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
2.1.2.10 Including all additional job-related abilities, i.e., bilingual. 2.1.2.11 Signing the form in the designated place.		

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
3.0 Resume Preparation and Update **3.1 The client will be able to demonstrate the ability to prepare and update a resume successfully and will be able to demonstrate this ability by:** **3.1.1 Compiling current personal data.** **3.1.1.1 Including name.** **3.1.1.2 Including address.** **3.1.1.3 Including phone number.** **3.1.1.4 Including message number.** **3.1.1.5 Including Social Security number.**	Materials Getting a Job Process Kit, Zedlitz, R. South-Western Publishing Co., 1981. Activities Review instructional material pertinent to resumes. Preparation of a resume. Update a previously done resume. Complete a finalized copy of a resume. Present a good copy of the resume with each form and/or interview.	A completed resume will be prepared and updated by the client to meet a minimum level of 95 percent accuracy for all identified sub-competencies as determined by the placement specialist. A good copy of the resume will be presented by the client with each application form and/or interview 95 percent of the time as demonstrated by actual performance of the client during the job search.
3.1.2 Compiling current educational data. **3.1.2.1 Including grade school.** **3.1.2.2 Including high school.** **3.1.2.3 Including post-secondary.** **3.1.2.4 Including vocational training.** **3.1.2.5 Including continuing education.**	**Teaching Methods:** **Audio-Visual** ____ **Bulletin Board** ____ **Chalkboard** ____ **Class Discussion** ____ **Demonstration** X **Game Playing** ____ **Guest Speaker** ____ **Handouts** X **Lecture** ____ **Role Playing** ____ **Reading Assignment** X Other ____	**Evaluation Methods:** **Teacher-made Test** ____ **Question/Answer Period** ____ **Situation/Role** ____ **Return Demonstration** ____ **Observation of Clinical Performance** X **Oral Quizzes** ____ **Workbook Assignment** X **Research Paper** ____ **Other** ____

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
3.1.3 Gathering past work experience information.		
3.1.3.1 Listing names of previous employers.		
3.1.3.2 Listing names of previous supervisors.		
3.1.3.3 Listing previous job titles.		
3.1.3.4 Listing previous job duties.		
3.1.3.5 Listing previous salaries.		
3.1.3.6 Listing previous dates of employment.		
3.1.3.7 Listing positive reasons for leaving.		
3.1.4 Gathering all job-related skills.		
3.1.5 Listing references.		
3.1.5.1 Requesting permission to use reference.		
3.1.6 Composing a statement regarding career/job objective.		
3.1.7 Listing all job-related honors.		
3.1.8 Including all special abilities, i.e., bilingual.		

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
3.1.9 Arranging all information in appropriate format.		
3.1.9.1 Using correct grammar and spelling.		
3.1.9.2 Typing, or arranging to have resume typed.		
3.1.10 Presentine a good copy of the completed resume with each application form and/or interview.		

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
4.0 Telephone Techniques	**Materials**	A telephone call regarding a job opening will be made to a company by the client to meet a minimum level of 85 percent accuracy for all identified sub-competencies as determined by the placement specialist.
4.1 The client will be able to demonstrate the ability to communicate well over the telephone in job search related instances and will be able to demonstrate this ability by:	Getting a Job Process Kit, Zedlitz, R. South-Western Publishing Co., 1981. "Hiring and Firing Seminar", Fred Pryor Seminars, Inc.	Responses will be made by the client during a telephone screening by the company to meet a minimum level of 85 percent accuracy for all identified sub-competencies as determined by the placement specialist.
4.1.1 Introducing oneself. **4.1.2 Explaining purpose of call.** **4.1.2.1 Calling in response to a want ad.** **4.1.2.2 Calling with a follow-up call.** **4.1.3 Responding to questions asked of client over the phone.** **4.1.3.1 Responding to telephone screening questions asked by the company.**	**Activities** Review instructional material pertinent to telephone techniques as they relate to the job search. Make a telephone call to a company regarding a job opening. Respond to questions asked by the company as a telephone screening technique.	
4.1.3.2 Providing additional information. **4.1.4 Arranging for additional arrangements when appropriate.** **4.1.4.1 Arranging an interview appointment.** **4.1.5 Using good telephone manners.** **4.1.5.1 Keeping a "smile" in the voice.** **4.1.5.2 Thanking the business person for his/her help.**	**Teaching Methods:** Audio-Visual ____ Bulletin Board ____ Chalkboard ____ Class Discussion ____ Demonstration X Game Playing ____ Guest Speaker ____ Handouts ____ Lecture ____ Role Playing X Reading Assignment X Other ____	**Evaluation Methods:** Teacher-made Test ____ Question/Answer Period ____ Situation/Role X Return Demonstration X Observation of Clinical Performance X Oral Quizzes ____ Workbook Assignment X Research Paper ____ Other ____

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
5.0 Cover Letter 5.1 The client will be able to demonstrate the ability to compose a cover letter and will demonstrate this ability by: 5.1.1 Addressing the letter to the proper person/company. 5.1.2 Stating the purpose of the letter. 5.1.3 Stating the position applying for. 5.1.4 Listing the job-related qualifications. 5.1.5 Requesting an interview. 5.1.6 Using the correct business style for the letter, typing on 8½" x 11" paper. 5.1.7 Including the student's telephone number and return address. 5.1.8 Enclosing a resume.	Materials Getting a Job Process Kit, Zedlitz, R. South-Western Publishing Co., 1981. Activities Review instructional material pertinent to completing a cover letter. Complete a mailable copy of a cover letter.	A completed cover letter will be composed and prepared by the client to meet a minimum level of 85 percent accuracy for all identified sub-competencies, as determined by the placement specialist.
	Teaching Methods: Audio-Visual ____ Bulletin Board ____ Chalkboard ____ Class Discussion ____ Demonstration X Game Playing ____ Guest Speaker ____ Handouts X Lecture ____ Role Playing ____ Reading Assignment X Other ____	Evaluation Methods: Teacher-made Test ____ Question/Answer Period ____ Situation/Role ____ Return Demonstration X Observation of Clinical Performance ____ Oral Quizzes ____ Workbook Assignment X Research Paper ____ Other ____

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
6.0 Follow-Up Letter, Call, Visit **6.1 The client will be able to demonstrate the ability to follow-up after a job interview and will demonstrate this ability by:** **6.1.1 Writing a post-interview letter the day of the interview.** **6.1.1.1 Including a "thank you" letter.** **6.1.1.2 Including a positive comment about the interview.** **6.1.1.3 Including additional information overlooked during the interview.** **6.1.1.4 Indicating an interest in, and availability for the job.** **6.1.1.5 Using correct business style for the letter.** **6.1.1.5.1 Typing letter.** **6.1.1.5.2 Using 8½" x 11" paper.** **6.1.1.5.3 Including the phone number, address, date.** **6.1.1.5.4 Signing the letter in pen, by hand.**	**Materials** Getting a Job Process Kit, Zedlitz, R. South-Western Publishing Co., 1981. **Activities** **Review instructional material pertinent to follow-up letters, calls, and visits.** **Complete a follow-up letter to a company after a job interview.** **Complete a follow-up call to a company after a job interview.** **Complete a follow-up visit to a company after a job interview.**	A follow-up letter will be composed and prepared by the client to meet a minimum level of 85 percent accuracy for all identified sub-competencies, as determined by the placement specialist. A follow-up call will be made by the client to meet a minimum level of 85 percent accuracy for all identified sub-competencies, as determined by the placement specialist. A follow-up visit will be made by the client to meet a minimum level of 85 percent accuracy for all identified sub-competencies, as determined by the placement specialist.
	Teaching Methods: Audio-Visual ____ Bulletin Board ____ Chalkboard ____ Class Discussion X Demonstration X Game Playing ____ Guest Speaker ____ Handouts X Lecture ____ Role Playing ____ Reading Assignment ____ Other ____	**Evaluation Methods:** Teacher-made Test ____ Question/Answer Period ____ Situation/Role ____ Return Demonstration X Observation of Clinical Performance X Oral Quizzes ____ Workbook Assignment X Research Paper ____ Other ____

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
6.1.2 Making a telephone call two to three days after the interview.		
6.1.2.1 Reintroducing oneself.		
6.1.2.2 Expressing interest in the job.		
6.1.2.3 Asking if the position has been filled.		
6.1.2.4 Arranging additional appointments, if necessary.		
6.1.2.5 Thanking the interviewer.		
6.1.3 Making a return visit about two to three days after the interview.		
6.1.3.1 Locating area on a map.		
6.1.3.1.1 Determining shortest route of travel from school to interview.		
6.1.3.2 Reintroducing oneself.		
6.1.3.3 Expressing interest in the job.		
6.1.3.4 Asking if the position has been filled.		
6.1.3.5 Arranging additional appointments, if necessary.		
6.1.3.6 Thanking the interviewer.		

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
7.0 Map and Bus Schedule Reading 7.1 The client will be able to demonstrate the ability to read map and bus schedules successfully and will be able to demonstrate this ability by; 7.1.1 Interpreting the sections of a map to locate the interview site. 7.1.1.1 Locating the street by referring to letter and number code on the map grid. 7.1.1.2 Finding the correct address area on the map 7.1.1.3 Drawing a personal map using the standard map as a guide. 7.1.2 Following verbal directions to locate the interview site. 7.1.3 Interpreting bus schedules to locate the the interview/job site. 7.1.3.1 Identifying the correct route to arrive at the interview/job site. 7.1.3.2 Planning the time involved to arrive at the interview/job site on time. 7.1.3.3 Figuring the correct fare required to arrive at the interview/job site.	Materials Los Angeles-Orange Counties Popular Street Atlas, Thomas Bros. Maps, 1984. OCTD Bus Route Schedule, Orange County Transit District, 1984. English That Works, Book 1 and 2, Savage, K. L., Mamie How & Ellen Yeung. Scott, Foresman and Company, 1982. Activities Review instructional material pertinent to reading map and bus schedules. Plan the route to take by car to arrive at a company. Teaching Methods: Audio-Visual ___ Bulletin Board ___ Chalkboard X Class Discussion ___ Demonstration ___ Game Playing ___ Guest Speaker ___ Handouts X Lecture ___ Role Playing ___ Reading Assignment ___ Other ___	A route to take by car to arrive at a company will be planned by the client to meet a minimum level of 95 percent accuracy for all identified sub-competencies, as determined by the placement specialist. A map to follow to arrive at a company will be drawn by the client to meet a minimum level of 95 percent accuracy for all identified sub-competencies, as determined by the placement specialist. A route to take by bus to arrive at a company will be planned by the client to meet a minimum level of 95 percent accuracy for all identified sub-competencies, as determined by the placement specialist. Evaluation Methods: Teacher-made Test ___ Question/Answer Period ___ Situation/Role ___ Return Demonstration X Observation of Clinical Performance ___ Oral Quizzes ___ Workbook Assignment X Research Paper X Other ___

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
8.0 Registration with Appropriate Agencies 8.1 The client will be able to demonstrate the ability to register with appropriate agencies assisting in finding employment and will be able to demonstrate this ability by: 8.1.1 Identifying agencies assisting in finding employment. 8.1.1.1 Registering with city agencies. 8.1.1.2 Registering with state agencies. 8.1.1.3 Registering with federal agencies. 8.1.1.4 Registering with private non-fee employment agencies. 8.1.1.5 Registering with other social service agencies. 8.1.2 Identifying agencies assisting in supportive services helpful during the job search. 8.1.2.1 Obtaining work experience/part-time employment when desired. 8.1.2.2 Obtaining assistance with transportation when necessary. 8.1.2.3 Obtaining assistance with child care when necessary. 8.1.2.4 Obtaining assistance with attire when necessary.	Materials Job Placement Programs for Disadvantaged Youth, Alameda County Industry Education Council, 1983. Getting a Job Process Kit, Zedlitz, R. South-Western Publishing Company, 1981. Activities Review instructional material pertinent to registration with appropriate agencies assisting in finding employment. Register with appropriate agencies. Teaching Methods: Audio-Visual ____ Bulletin Board ____ Chalkboard ____ Class Discussion ____ Demonstration ____ Game Playing ____ Guest Speaker ____ Handouts X Lecture X Role Playing ____ Reading Assignment X Other ____	Registration with appropriate agencies will be completed by the client to meet a minimum level of 90 percent accuracy for all identified sub-competencies, as determined by the placement specialist. Evaluation Methods: Teacher-made Test ____ Question/Answer Period ____ Situation/Role ____ Return Demonstration ____ Observation of Clinical Performance X Oral Quizzes ____ Workbook Assignment X Research Paper ____ Other ____

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
9.0 Schedule Interviews 9.1 The client will be able to demonstrate the ability to successfully schedule interviews and will be able to demonstrate this ability by: 9.1.1 Responding to want ads and job listings. 9.1.1.1 Calling to set up an appointment. 9.1.1.2 Alloting a day, date and time slot for the appointment. 9.1.1.3 Writing the appointment in a date book. 9.1.1.4 Allowing enough time between appointments so as not to overlap. 9.1.2 Responding to job referrals. 9.1.2.1 Calling to set up an appointment. 9.1.2.2 Alloting a day, date and time slot for the appointment. 9.1.2.3 Writing the appointment in a date book. 9.1.2.4 Allowing enough time between appointments so as not to overlap.	Materials Getting a Job Process Kit, Zedlitz, R. South-Western Publishing Co., 1981. Activities Review instructional material pertinent to scheduling interviews. Schedule interviews during job search. Teaching Methods: Audio-Visual ___ Bulletin Board ___ Chalkboard ___ Class Discussion ___ Demonstration ___ Game Playing ___ Guest Speaker ___ Handouts X Lecture ___ Role Playing ___ Reading Assignment X Other ___	Job interviews will be scheduled by the client to meet a minimum level of 90 percent accuracy for all identified sub-competencies, as determined by the placement specialist. Evaluation Methods: Teacher-made Test ___ Question/Answer Period ___ Situation/Role ___ Return Demonstration ___ Observation of Clinical Performance X Oral Quizzes ___ Workbook Assignment X Research Paper ___ Other ___

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES

10.0 Job Listings, Want Ad Review

10.1 The client will be able to demonstrate the ability to review want ads and job listings and will demonstrate this ability by:

- **10.1.1 Using the yellow pages of the telephone directory.**
  - **10.1.1.1 Listing all employers who use one's type of job skills.**
  - **10.1.1.2 Calling to inquire if there is an opening.**
  - **10.1.1.3 Following through on all leads.**
- **10.1.2 Networking with friends, business people and relatives.**
  - **10.1.2.1 Telling interested people about skills and desire for a job.**
- **10.1.3 Registering at non-fee employment agencies.**
  - **10.1.3.1 Evaluating state Employment Development office's listings.**
  - **10.1.3.2 Evaluating the vocational training school's placement office's listings.**

MATERIALS/ACTIVITIES/SERVICES

Materials

Getting a Job Process Kit, Zedlitz, R. South-Western Publishing Co., 1981.

Activities

Review instructional material pertinent to job listings and want ads.

Review job listings and want ads, extracting job search information.

Teaching Methods:

Audio-Visual	
Bulletin Board	
Chalkboard	
Class Discussion	
Demonstration	
Game Playing	
Guest Speaker	
Handouts	
Lecture	
Role Playing	
Reading Assignment	X
Other	

EVALUATION

A review of job listings and want ads, extracting job search information will be conducted by the client to meet a minimum level of 90 percent accuracy for all identified sub-competencies, as determined by the placement specialist.

Evaluation Methods:

Teacher-made Test	
Question/Answer Period	
Situation/Role	
Return Demonstration	
Observation of Clinical Performance	X
Oral Quizzes	
Workbook Assignment	X
Research Paper	X
Other	

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
10.1.3.3 Evaluating private non-fee employment agencies' listings.		
10.1.3.4 Evaluating industrial and craft unions' listings.		
10.1.3.5 Evaluating chamber of commerce's listings.		
10.1.3.6 Evaluating community centers' listings.		
10.1.4 Reading daily want ads.		
10.1.4.1 Calling to inquire about openings.		
10.1.4.2 Mailing resume with a cover letter as desired.		
10.1.4.3 Visiting sites.		

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
11.0 Proficiency Test Taking 11.1 The client will be able to demonstrate the ability to successfully take proficiency tests and will be able to demonstrate this ability by: 11.1.1 Demonstrating a knowledge of test-taking techniques. 11.1.1.1 Following instructions. 11.1.1.2 Using the correct pen/pencil. 11.1.1.3 Not copying. 11.1.2 Demonstrating a knowledge of job-related skills. 11.1.2.1 Completing proficiency tests in simulated job situations. 11.1.2.2 Completing proficiency tests in written job-related tests.	Materials Employment Tests for Government, Business, and Industry, Mulkerne, D. and M. Andrews. Mc Graw-Hill Book Company, 1983. Acitvities Review instructional material pertinent to proficiency test taking. Take sample proficiency tests appropriate to job skills.	Proficiency tests will be taken by the client to meet a minimum level of 85 percent accuracy for all identified sub-competencies, as determined by the placement specialist.
	Teaching Methods: Audio-Visual ____ Bulletin Board ____ Chalkboard ____ Class Discussion ____ Demonstration ____ Game Playing ____ Guest Speaker ____ Handouts X Lecture ____ Role Playing ____ Reading Assignment X Other ____	Evaluation Methods: Teacher-made Test ____ Question/Answer Period ____ Situation/Role ____ Return Demonstration ____ Observation of Clinical Performance ____ Oral Quizzes ____ Workbook Assignment X Research Paper ____ Other ____

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
12.0 Grooming, Appropriate Attire 12.1 The client will be able to demonstrate the ability to maintain good personal grooming and appropriate attire and will demonstrate this ability by: 12.1.1 Reviewing a grooming checklist. 12.1.1.1 Reviewing hair style and cleanliness. 12.1.1.2 Reviewing bathing habits. 12.1.1.3 Reviewing fingernails, teeth cleanliness habits. 12.1.1.4 Assuring that make-up is not excessive. 12.1.2 Reviewing an appropriate interview wardrobe checklist. 12.1.2.1 Reviewing that clothes are cleaned and pressed. 12.1.2.2 Reviewing that clothes are appropriate to job area and employers' expectations. 12.1.2.3 Avoiding excessive jewelry.	Materials Getting a Job Process Kit, Zedlitz, R. South-Western Publishing Co., 1981. Activities Review instructional material pertinent to grooming and appropriate attire. Complete a grooming checklist. Complete an interview wardrobe checklist. Teaching Methods: Audio-Visual ____ Bulletin Board ____ Chalkboard ____ Class Discussion ____ Demonstration X Game Playing ____ Guest Speaker ____ Handouts X Lecture ____ Role Playing ____ Reading Assignment X Other ____	Grooming and appropriate attire checklists will be completed by the client to meet a minimum level of 95 percent accuracy for all identified sub-competencies, as determined by the placement specialist. Evaluation Methods: Teacher-made Test X Question/Answer Period ____ Situation/Role ____ Return Demonstration X Observation of Clinical Performance X Oral Quizzes ____ Workbook Assignment X Research Paper ____ Other ____

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
12.1.3 Describing effective use of a limited wardrobe.		
12.1.4 Describing the proper ways to select clothing.		
12.1.4.1 Selecting appropriate style.		
12.1.4.2 Shopping for bargains.		
12.1.4.3 Selecting good quality clothing.		

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	**MATERIALS/ACTIVITIES/SERVICES**	**EVALUATION**
13.0 Positive Attitude **13.1 The client will be able to demonstrate the ability to successfully maintain a positive attitude and will be able to demonstrate this ability by:** **13.1.1 Exhibiting appropriate methods of dealing with others.** **13.1.1.1 Coming to the aid of co-workers.** **13.1.1.2 Following directions, rules, and regulations set by program.** **13.1.1.3 Refraining from gossiping.** **13.1.2 Exhibiting appropriate methods of dealing with problems.** **13.1.2.1 Presenting problems to placement specialist in a calm fashion.** **13.1.2.2 Following guidance suggestions.** **13.1.3 Exhibiting a continuing job search effort regardless of rejections.**	Materials Basic Psychology for the Work Life, Parham, A. South-Western Publishing Co., 1983. Bridge to Employment, Book 2, Johnson, M., C. Ho, K. Shellberg and J. Gomez. The National Center for Research in Vocational Education, 1980. Activities Review of instructional material pertinent to a positive attitude. Discuss appropriate methods of dealing with others. Discuss appropriate methods of dealing with problems. **Teaching Methods:** **Audio-Visual** ____ **Bulletin Board** ____ **Chalkboard** ____ **Class Discussion** ____ **Demonstration** ____ **Game Playing** ____ **Guest Speaker** ____ **Handouts** X **Lecture** ____ **Role Playing** ____ **Reading Assignment** X **Other** ____	Participation in discussions will be demonstrated by the client to meet a minimum level of 95 percent accuracy for all identified sub-competencies, as determined by the placement specialist. **Evaluation Methods:** **Teacher-made Test** ____ **Question/Answer Period** ____ **Situation/Role** ____ **Return Demonstration** ____ **Observation of Clinical Performance** X **Oral Quizzes** ____ **Workbook Assignment** ____ **Research Paper** ____ **Other** ____

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
13.1.4 Exhibiting a cheerful expression. 13.1.4.1 Smiling. 13.1.4.2 Maintaining eye contact. 13.1.4.3 Observing courtesies, i.e., handshake.		

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PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
14.0 Portfolio Preparation **14.1 The client will be able to demonstrate the ability to prepare a portfolio relative to job skills and will be able to demonstrate this ability by:** **14.1.1 Pulling together documents required to substantiate job preparedness.** **14.1.1.1 Including a resume.** **14.1.1.2 Obtaining a social security card.** **14.1.1.3 Including letters of reference.** **14.1.1.4 Including diplomas, certificates, special licenses.** **14.1.1.5 Including samples of work.** **14.1.1.6 Obtaining union cards where appropriate.** **14.1.2 Assembling all pertinent materials into a binder or other appropriate display package.**	Materials Clerical Portfolio Sample, JTPA Business Clerical Program. North Orange County Community College District, 1984. Activities Prepare a portfolio appropriate to job skills. **Teaching Methods:** **Audio-Visual** ____ **Bulletin Board** ____ **Chalkboard** ____ **Class Discussion** ____ **Demonstration** ____ **Game Playing** ____ **Guest Speaker** ____ **Handouts** X **Lecture** ____ **Role Playing** ____ **Reading Assignment** ____ **Other** ____	A completed portfolio appropriate to the client's job skills will be prepared by the client to meet a minimum level of 95 percent accuracy for all identified sub-competencies, as determined by the placement specialist. **Evaluation Methods:** **Teacher-made Test** ____ **Question/Answer Period** ____ **Situation/Role** ____ **Return Demonstration** ____ **Observation of Clinical Performance** ____ **Oral Quizzes** ____ **Workbook Assignment** ____ **Research Paper** X **Other** X Research Project

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
15.0 **Obtaining References** 15.1 The client will be able to demonstrate the ability to successfully obtain references and will be able to demonstrate this ability by: 15.1.1 Contacting appropriate acquaintances (not relatives). 15.1.1.1 Requesting permission to use former employers as references. 15.1.1.2 Requesting permission to use teachers as references. 15.1.1.3 Requesting permission to use friends, established in business as references. 15.1.2 Including two to three appropriate references on resumes and application forms. 15.1.2.1 Including names and title of each reference. 15.1.2.2 Including full address of each reference. 15.1.2.3 Including phone number for each reference. 15.1.3 Including letters of reference in portfolio.	Materials Getting a Job Process Kit, Zedlitz, R. South-Western Publishing Co., 1981. Activities Review instructional material pertinent to references. Obtain a minimum of two references. **Teaching Methods:** Audio-Visual ____ Bulletin Board ____ Chalkboard ____ Class Discussion ____ Demonstration ____ Game Playing ____ Guest Speaker ____ Handouts X Lecture ____ Role Playing ____ Reading Assignment X Other ____	A minimum of two references will be obtained by the client to meet a minimum level of 95 percent accuracy for all identified sub-competencies, as determined by the placement specialist. **Evaluation Methods:** Teacher-made Test ____ Question/Answer Period ____ Situation/Role ____ Return Demonstration ____ Observation of Clinical Performance ____ Oral Quizzes ____ Workbook Assignment X Research Paper ____ Other X Research Project

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	**MATERIALS/ACTIVITIES/SERVICES**	**EVALUATION**
16.0 Job Retention Knowledge 16.1 The client will be able to demonstrate the ability to retain a job and will demonstrate this ability by: 16.1.1 Completing a work evaluation report patterned after those of industry on oneself. 16.1.1.1 Identifying one's own strengths. 16.1.1.2 Identifying one's own weaknesses. 16.1.1.3 Identifying ways to improve problem areas. 16.1.2 Identifying reasons for leaving a job. 16.1.2.1 Resigning because of one's own decision. 16.1.2.1.1 Giving two weeks notice. 16.1.2.1.2 Writing a letter of resignation. 16.1.2.1.3 Requesting a letter of reference.	Materials Getting a Job Process Kit, Zedlitz, R. South-Western Publishing Co., 1981. Activities Review instructional material pertinent to job retention. Complete a work evaluation report. Discuss reasons for leaving a job.	A work evaluation form similar to those used in industry will be completed by the client on him/herself to meet a minimum level of 85 percent accuracy for all identified sub-competencies, as determined by the placement specialist. Participation in discussions will be demonstrated by the client to meet a minimum level of 95 percent accuracy for all identified sub-competencies, as determined by the placement specialist.
	Teaching Methods: Audio-Visual ___ Bulletin Board ___ Chalkboard ___ Class Discussion X Demonstration ___ Game Playing ___ Guest Speaker ___ Handouts X Lecture ___ Role Playing ___ Reading Assignment X Other ___	**Evaluation Methods:** Teacher-made Test X Question/Answer Period ___ Situation/Role ___ Return Demonstration ___ Observation of Clinical Performance X Oral Quizzes ___ Workbook Assignment ___ Research Paper ___ Other ___

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
16.1.2.2 Being laid off. 16.1.2.2.1 Requesting a letter of reference. 16.1.2.2.2 Checking on unemployment insurance. 16.2.2.3 Being fired or asked to resign. 16.1.2.3.1 Asking the reason. 16.1.2.3.2 Checking on unemployment insurance.		
	Teaching Methods: Audio-Visual ________ Bulletin Board ________ Chalkboard ________ Class Discussion ________ Demonstration ________ Game Playing ________ Guest Speaker ________ Handouts ________ Lecture ________ Role Playing ________ Reading Assignment ________ Other ________	**Evaluation Methods:** Teacher-made Test ________ Question/Answer Period ________ Situation/Role ________ Return Demonstration ________ Observation of Clinical Performance ________ Oral Quizzes ________ Workbook Assignment ________ Research Paper ________ Other ________

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	**MATERIALS/ACTIVITIES/SERVICES**	**EVALUATION**
17.0 Program Job Search 17.1 The client will be able to demonstrate the ability to conduct a job search according to program policies and will demonstrate this ability by: 17.1.1 Following program policies prior to employment. 17.1.1.1 Completing interview verificaton slips to company. 17.1.1.2 Signing in and out on log. 17.1.1.3 Keeping a log of calls, appointments, interviews, etc. 17.1.1.4 Reviewing want ads daily. 17.1.1.5 Calling in response to job leads daily. 17.1.1.6 Mailing resumes and cover letters as indicated. 17.1.1.7 Writing follow-up letters. 17.1.1.8 Making follow-up calls, visits. 17.1.1.9 Registering with non-fee employment agencies.	Materials "Business Clerical Program Job Search Guidelines," JTPA Business Clerical Program. North Orange County Community College District, 1984. Activities Follow the job search guidelines. Teaching Methods: Audio-Visual ____ Bulletin Board ____ Chalkboard ____ Class Discussion ____ Demonstration ____ Game Playing ____ Guest Speaker ____ Handouts X Lecture ____ Role Playing ____ Reading Assignment X Other ____	Adherence to the job search guidelines of the program will be demonstrated by the client to meet a minimum level of 95 percent accuracy for all identified sub-competencies, as determined by the placement specialist. Evaluation Methods: Teacher-made Test ____ Question/Answer Period ____ Situation/Role ____ Return Demonstration ____ Observation of Clinical Performance X Oral Quizzes ____ Workbook Assignment ____ Research Paper ____ Other ____

PLACEMENT COMPETENCIES

TOPIC: JOB PLACEMENT COMPETENCIES FOR THE CLIENTS

COMPETENCIES	MATERIALS/ACTIVITIES/SERVICES	EVALUATION
17.1.1.10 Keeping all appointments relating to job search.		
17.1.2 Following program policies after employment.		
17.1.2.1 Supplying information such as employer, address, phone, salary.		
17.1.2.2 Receiving certificate of completion.		
17.1.2.2.1 Employment.		
17.1.2.2.2 Employer's signature on E3.		

PLACEMENT FOLLOW-UP SYSTEM

The follow-up procedures may or may not directly involve the student. However, maintaining contact with the employers of clients is mandated in JTPA funded programs (California State Department of Education and California Community Colleges, 1983). Follow-up can be defined as "a process of gathering job-related information from former participants and their employers (Fitch, 1983, p. 1)." In the past, this appears to have been neglected. Statistically, a low percentage of follow-up data was found during research. A time table should be based on a 30, 60 and 90 day follow-up. This time schedule must be made with regard to any educational or federal agency regulations, i.e., JTPA. With this goal in mind, the meaning of the follow-up process becomes clear. All tasks within the process attempt to carry-out the objectives of obtaining job-related information from both former participants and employers on a regular basis.

Reporting for accountability provides evidence that the placement services provided participants are yielding results, i.e., job placement, are cost effective, and comply with legislative regulations. Planning contributes to the placement specialist's ability to make decisions concerning the advisability of expanding, deleting or revising the existing job placement program and follow-up system. Evaluation identifies the strengths and weaknesses of the on-going system. A well run follow-up system will supplement other sources of labor market information to be used in planning and program improvement. Follow-through enhances job retention and career progression for the former participants, and helps identify needs for services not currently provided by the current system (Fitch, 1983).

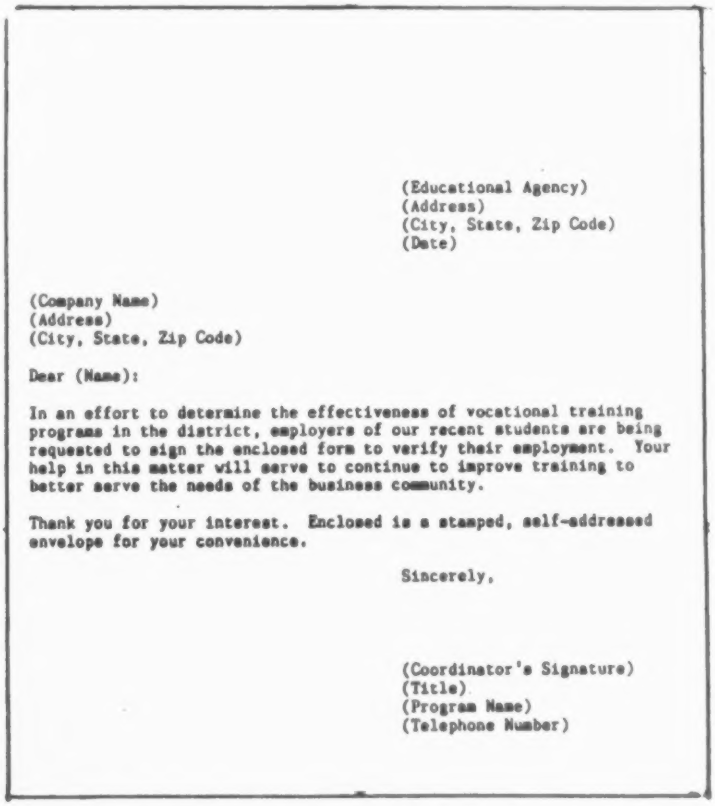
Follow-up procedures provide important functions such as:

1. Improvement of the Placement Program.
2. Dissemination of information about the vocational training programs and the placement services.
3. Compliance with requirements of educational or federal agency regulations, i.e., JTPA.

First, follow-up procedures should be used to help assess the effectiveness of the vocational training. The results of the follow-up contact with students and employers may be used to improve the training program design. Placement specialists will want to make efforts to maintain an "open door" policy for students who obtained a job so that they would feel free to come back for advice. Besides that, employers should be contacted on a regular basis to develop good public relations and help employers if problems arise with the hired students. In addition, job development may be accomplished during these visits and calls.

Second, an important function of follow-up is to provide an opportunity to inform employers about the vocational training and placement services. This offers the advantages of helping ensure the future support of the program, to let the community know where the programs are located and to inform the business community of the availability of placement services.

Third, an additional function, that of compliance with JTPA regulations, involves obtaining the employer's signature on an official form, thus verifying employment. In most cases, there is a minumum time period of employment which must be verified to allow fulfillment of JTPA funding contracts with the training programs. It's an advantage if the placement specialist can go in person to the company for the signature, speak with the employer, explain the program, and thus establish a good rapport. In the event that personal contact is not possible, a letter such as the following in Figure 47 can serve to explain the JTPA follow-up regulations (see Appendix X).



(Educational Agency)
(Address)
(City, State, Zip Code)
(Date)

(Company Name)
(Address)
(City, State, Zip Code)

Dear (Name):

In an effort to determine the effectiveness of vocational training programs in the district, employers of our recent students are being requested to sign the enclosed form to verify their employment. Your help in this matter will serve to continue to improve training to better serve the needs of the business community.

Thank you for your interest. Enclosed is a stamped, self-addressed envelope for your convenience.

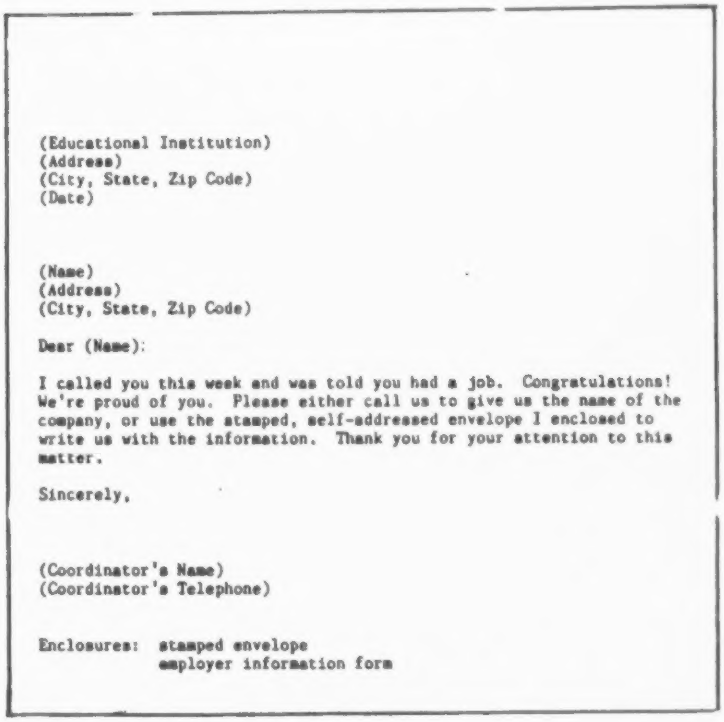
Sincerely,

(Coordinator's Signature)
(Title)
(Program Name)
(Telephone Number)

Figure 47

Employer Follow-Up Letter

When employment information is required from the student for recordkeeping, and the student is not able to be reached by phone, the inquiring letter should express congratulations, as in the following letter in Figure 48 (see Appendix X). An enclosed stamped, self-addressed envelope facilitates a reply.



(Educational Institution)
(Address)
(City, State, Zip Code)
(Date)

(Name)
(Address)
(City, State, Zip Code)

Dear (Name):

I called you this week and was told you had a job. Congratulations! We're proud of you. Please either call us to give us the name of the company, or use the stamped, self-addressed envelope I enclosed to write us with the information. Thank you for your attention to this matter.

Sincerely,

(Coordinator's Name)
(Coordinator's Telephone)

Enclosures: stamped envelope
employer information form

Figure 48

Participant Follow-Up Letter

EVALUATION AND FIELD TESTING

Information must be gathered to evaluate the effectiveness of the program. Factors to consider include:

1) Pilot testing is desirable.

2) There must be formative (periodic) evaluation in order to know if plans are working at a given time.

3) A summative (final) evaluation is needed to provide information regarding the placement program's success.

4) Reaction data should be obtained from those involved in the program implementation (Alameda County Industry Education Council, 1983).

These evaluations form the basis for assessing the needs and for determining the functioning of the program. It is crucial for effective planning and program operation. The planning cycle structured the strategy of the initiation of the placement program, and should continue as long as the program remains in existence to assure adequate evaluation.

> Because of the importance of evaluation to the process of planning, it appears that very early or perhaps before planning, questions should be considered that bear on the types of data that need to be collected and analyzed. In fact, some organizations may find that the planning process should start with considerations about evaluation, such as: what to collect, when and how to collect and analyze the data, and what conclusions should be drawn, what evaluation forms to consider, what benefits will be realized, who should/will be involved in planning, who will be responsible, how extensive will evaluation be, what limitations will be faced, and how will the result be utilized.
>
> It should be kept in mind that the areas of student concern include the self and interpersonal relations domain, career planning and decision making domain, and the life role domain. To speak of the needs in these areas, counseling, guidance in individual and group settings should be utilized for program support elements of staff development, community relations involvement and attitudes and value expansion for students, administrators, counselors, teachers, parents and the community, particularly employers (Alameda County Industry Education Council, 1983, pp. III-2, III-3).

JTPA Update developed the following evaluation check list.

Program Evaluation Check List

1. Program to be evaluated______________.

2. What is this program designed to accomplish? List as many things as you can that you think are important.

3. What are our reasons for doing this evaluation? To what use will we put the results? What would we like this evaluation to accomplish?

4. What are the questions that must be answered in order to do what we put in step 3, or determine the progress that we wished to make in step 2?

5. What information do we need to help us answer the questions?

6. Who or what will give us the information that we need to have? Do we need information from all of our clients or can we use a sample? If we use a sample, how large should it be?

7. What kinds of assessment instruments, placement records, longitudinal data, personnel reports, achievement reports, attendance logs do we have to use to collect our information?

8. When will we collect our information? Before, during, after the program? At all three points? Who will establish the dates and the schedules?

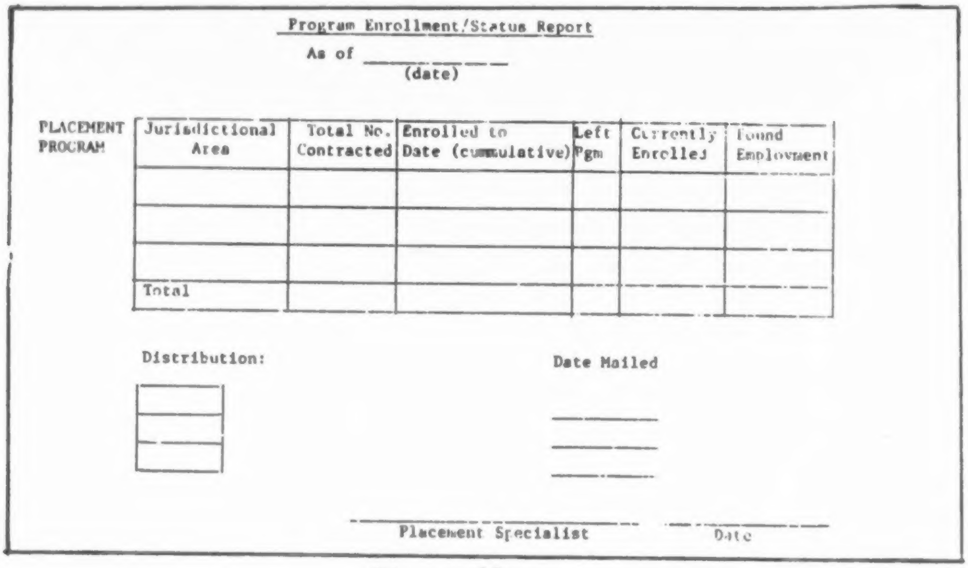
9. Who will do the actual collection of the information? Will that person or persons need training in order to be certain that we get accurate data?

10. How will we organize, summarize or analyze the information so that it will be useful to us? Where will we go for help with the technical parts?

11. Are we going to keep this information for our own use or do we have to share it with others? If others must have it, who gets it and how will we report it? Is there someone working with us who can prepare a report that is clear and communicates what we want others to know?

12. What possible use can there be for all of these data? (If you cannot think of any, you should not have gotten this far. Go back and refer to your purpose for doing this evaluation. When you do know the use, who will be responsible for seeing that all of this is done?) (California State Department of Education and California Community Colleges, 1983.)

In many instances the pilot testing is the actual inauguration of the placement program. The number of clients who participated and the employment rate are important statistics. The same form can be used during the pilot run, for tracking for the periodic weekly evaluations, and for the summative evaluation. Figure 49 is a sample status report (see Appendix Y).



Program Enrollment/Status Report

As of ____________
(date)

PLACEMENT PROGRAM

Jurisdictional Area	Total No. Contracted	Enrolled to Date (cummulative)	Left Pgm	Currently Enrolled	Found Employment
Total					

Distribution:

Date Mailed

Placement Specialist

Date

Figure 49

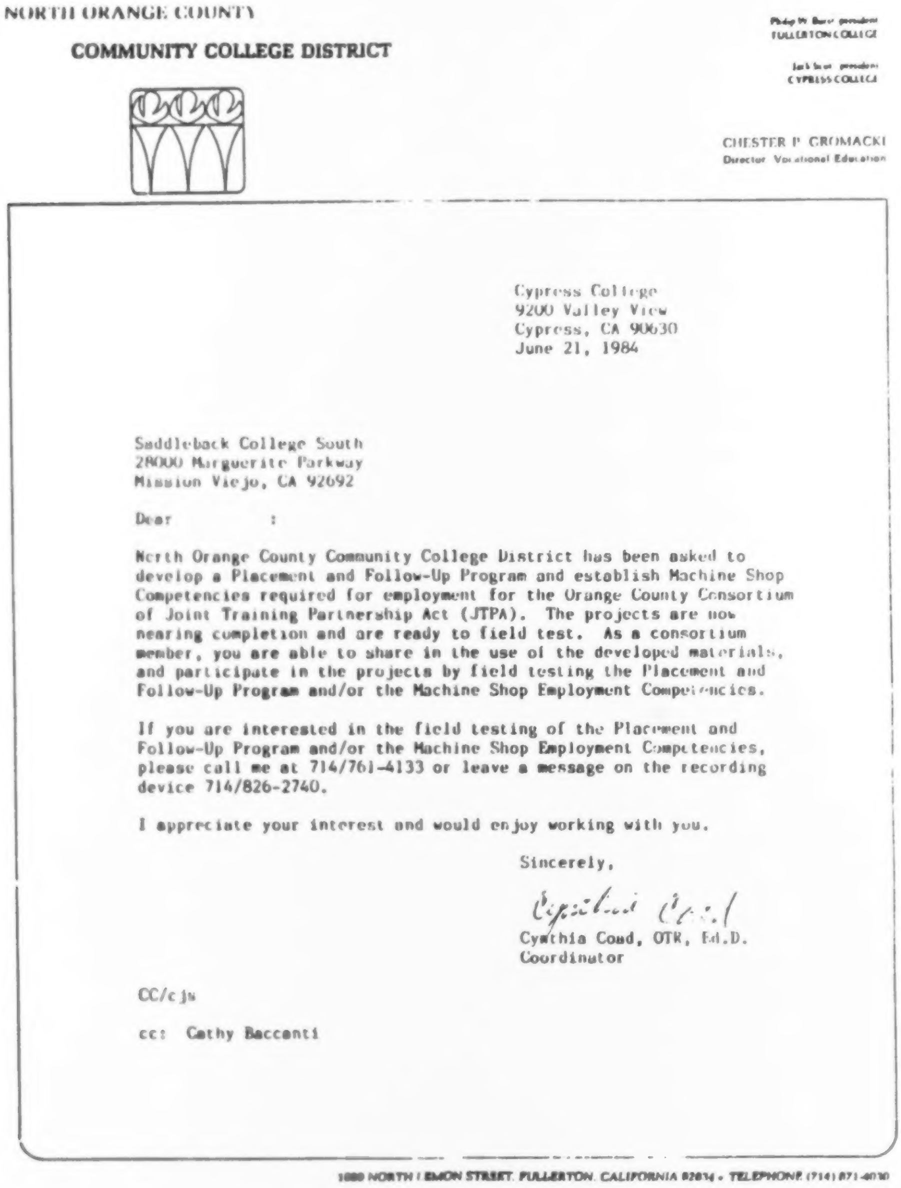
Status Report

Reaction data presented by the placement specialist who was involved in the planning, implementation and evaluation of the placement program and follow-up system is valuable. The answers can provide a job description for the position of placement specialist as well as suggestions for improvement.

Field Testing

Field testing was conducted during the development and initial testing of this job placement program and follow-up system within the North Orange County Community College District. This project was envisioned as assisting in developing similar placement programs and follow-up systems in other educational agencies.

A letter to consortium members, Figure 50, was sent regarding the completion of the project and the opportunity to share in the field testing of the developed materials (see Appendix Z). Consortium members offered to 1) implement the job placement and follow-up system or 2) critique the developed material. This involved a commitment on the part of the educational agency to attempt to remedy difficulties in job placement existing in their districts, as well as to offer input to the North Orange County Community College District project director as to additions, suggestions or corrections. The "Program Evaluation Check List" which appeared on the previous page was used by the field testing consortium members to assist them in their endeavors. This manual has incorporated that input. Field testing information is available upon request.



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

Philip W. Borst, president
FULLERTON COLLEGE

Jack Scott, president
CYPRESS COLLEGE

CHESTER P. GROMACKI
Director, Vocational Education

Cypress College
9200 Valley View
Cypress, CA 90630
June 21, 1984

Saddleback College South
28000 Marguerite Parkway
Mission Viejo, CA 92692

Dear :

North Orange County Community College District has been asked to develop a Placement and Follow-Up Program and establish Machine Shop Competencies required for employment for the Orange County Consortium of Joint Training Partnership Act (JTPA). The projects are now nearing completion and are ready to field test. As a consortium member, you are able to share in the use of the developed materials, and participate in the projects by field testing the Placement and Follow-Up Program and/or the Machine Shop Employment Competencies.

If you are interested in the field testing of the Placement and Follow-Up Program and/or the Machine Shop Employment Competencies, please call me at 714/761-4133 or leave a message on the recording device 714/826-2740.

I appreciate your interest and would enjoy working with you.

Sincerely,

Cynthia Coad

Cynthia Coad, OTR, Ed.D.
Coordinator

CC/cjs

cc: Cathy Baccanti

1000 NORTH LEMON STREET, FULLERTON, CALIFORNIA 92634 • TELEPHONE (714) 871-4030

Figure 50

Field Test Letter

DISSEMINATION

In order to improve present JTPA funded programs in Orange County, public education agencies worked together to produce competency-based instructional materials that could be utilized by all agencies as appropriate to the individual agency's need. This also, was done to refine procedures for job development, placement and participant follow-up.

Six educational agencies, in collaboration with the Orange County JTPA Agency (SDA), participated in the implementation of this plan. Comprising the Orange County Educational Consortium for Competency Based JTPA Vocational Training were four Orange County community college districts and two Orange County regional occupational programs. The focus of the educational agencies were Coast Community College District: Electronics Competencies and Vocational English as a Second Language; North Orange County Community College District: Machine Trade Competencies, Job Placement Program and Follow-Up System, and Mobile Educational Services; Rancho Santiago Community College District: Basic Education Literacy Competencies, and Clerical Competencies; Saddleback Community College District: Printing Competencies and Work Maturity Competencies; North Orange County Regional Occupational Program: Pre-Employment Competencies and Health Competencies; and Santa Ana Unified School District: Job Development Strategies.

In addition to disseminating the curriculum and teaching strategies between the participating agencies, community based organizations and other secondary school districts are now able to utilize the models for JTPA programs and clients. Indeed, the completed instructional competencies, as well as the job development, placement program and follow-up system are appropriate for all student populations in need of vocational instruction in the areas developed.

For those interested in reviewing these materials, such as community based organizations and other educational agencies, contact the individual educational agency, the California State Department of Education, the California Community College Chancellor's Office or VOICE, a computer-based research data base.

SUMMARY

It should be pointed out that continued research must be maintained in order for an implemented job placement and follow-up system to avail itself of successful innovations of the future and the changing needs of the business community.

Local, state, national and even international vocational education agencies will be able to replicate and profit from this Job Placement Program and Follow-Up System. Due to interest in the employment of vocational students after their training as expressed by vocational education professionals, the full benefits of this study will be realized when the recommendations of this project are adapted for implementation in other educational institutions both locally and even worldwide.

There is real promise in the prospects offered, and, of all the areas of education, it is the area of vocational training which stands to profit the most from an exemplary job placement program and follow-up system. The inclusion of a program such as the one developed for this project will not alone solve the employment problems of the disadvantaged unemployed, but, wisely used, can add to the value of a good vocational training program.

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APPENDIX A

PLACEMENT SPECIALIST

APPENDIX A

Placement Specialist Profile

PLACEMENT SPECIALIST PROFILE

RESPONSIBILITIES AND DUTIES:	List in the order of their priority
FREQUENCY:	Indicate whether performed daily, weekly, monthly, etc.
IMPORTANCE:	Routine, significant, critical.
IMPACT OF ERROR:	Specify impact on client placement
PLANNING FACTORS:	Description of planning, doing and reporting directly related to responsibilities listed above.
CHARACTERISTICS:	Specific characteristics required to perform this responsibility.

ADDITIONAL COMMENTS (i.e., ideas for improvement, innovations, etc.)

PLACEMENT SPECIALIST PROFILE

RESPONSIBILITIES AND DUTIES:	1. Review clients' job search activites; 2. coach in areas of deficiencies; 3. update job search activities when indicated: 4. counseling; 5. daily client & employer contacts; 6. reporting
FREQUENCY:	Daily: 1, 2, 3, 4, 5; Weekly: 6; Monthly: 6; Yearly: 6
IMPORTANCE:	Significant: 4, 6 Critical: 1, 2, 3, 5
IMPACT OF ERROR:	Client placement impacted by quality of placement specialist.
PLANNING FACTORS:	Diagnosing barriers to employment of participants: developing plan or remediation/coaching; counseling: matching participant to job; follow-up duties; evaluation, statistical and tracking recordkeeping.
CHARACTERISTICS:	Abilities in following areas: interpersonal relations, counseling, dealing with job pressure, managerial skills, recordkeeping, time management, initiative and flexibility to meet participants' needs, businesslike grooming & attire, job development skills.

ADDITIONAL COMMENTS (i.e., ideas for improvement, innovations, etc.)
Other recommended abilities at time of hire: knowledge of Equal Employment Opportunity Commission (EEOC) guidelines; possession of driver's license and willingness to drive participants without a car to interviews, etc.; experience with planning and executing advisory business meetings.

APPENDIX A (Continued)

Placement Specialist Schedule

NAME: Placement Specialist Schedule DATE: ____________

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30					
8:00	1.Job Search Orientation & Plan Schedule	*1.Review Job Search Competencies	1.Continue with Review of Job	1.Continue with Review of Job	1.Follow- Up with
8:30	2.Want Ad Review 3.Initial Interview with	of New Students	Search Competencies	Search Competencies	Student 2.Follow- Up with
9:00	New Students 4.Counseling Sessions	2.Coach New Students on Job	2.Continue Coaching on Job Search	2.Continue Coaching on Job Search	Employers 3.JTPA Regulatory
9:30	5.Assist with Students' Transportation	Search Competencies	Competencies 3.Counseling	Competencies	Paperwork Completion 4.Stat-
10:00	to Interviews 6.Job Referrals	3.Remedial Sessions when	Sessions & General Supervision of		istical Work 5.Office
10:30		Indicated	Clients		&Clerical Duties
11:00					
11:30					
12:00					
12:30	1.Weekly "pep talk" Sessions	1.Plan/Execute Advisory Meeting	1.Interaction with Community	1.Special Arrangements	1.Follow- Up with
1:00	2.Contact Appropriate Agencies:	2.Contact Employers	2.Contact Placement Agencies	Regarding Special Needs	Student 2.Follow- Up with
1:30	Employment, Supportive Services	3.Job Referrals			Employers 3.JTPA Regulatory
2:00	3.Job Referrals				aperwork ompletion .Stat-
2:30					istical Work 5.Office
3:00					&Clerical Duties
3:30					
4:00					
4:30					

*Refer to flow chart and manual for detailed explanation.

APPENDIX A (Continued)

Placement Specialist Schedule

NAME______________________________ DATE________________________

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					
11:00					
11:30					
12:00					
12:30					
1:00					
1:30					
2:00					
2:30					

APPENDIX B

STUDENT PROFILE

APPENDIX B

Student Profile

STUDENT PROFILE

Name ______________________ Starting Date ________

Social Security Number ______________ Age ________

Program Area ________________ Job Specialist ________

COMMENTS

Career Goals: ________

Job Preparedness:

- Skills Accomplished ________

Work Habits:

- Punctuality ________
- Cooperativeness ________
- Ability to Follow Directions ________

Character:

- Attitude toward Work ________
- Willingness to Increase Job Knowledge ________
- Appearance ________

Health:

- General State ________
- Problems ________

Other: ________

APPENDIX C

SAMPLE INTERVIEW QUESTIONS AND ANSWERS

APPENDIX C

Sample Interview Questions and Answers

TWELVE QUESTIONS COMMONLY ASKED IN A JOB INTERVIEW

1. What position are you interested in? Mention the job you are applying for, and tell how your skills are appropriate for this position.

2. Tell me about your past work experience. Now is the opportunity to tie all your previous paid and volunteer work experience to the requirements of this job.

3. Why did you leave your last job? No matter why you left your last job, make this response a positive one. You might say "I left my last job for a greater challenge." If it is apparent that you were fired from your last job, tell the interviewer that you examined your problem with your last employer and have rectified it.

4. Tell me about your skills. Remember to include everything! This may mean referring to your resume so that you won't forget anything. The interviewer should have a copy by this time, but you should also keep one in front of you. Also, many companies do an initial screening over the phone prior to your coming in to fill out an application, so be sure to have your resume in front of you during those phone calls because many of those questions will be the same as those on this list.

5. Why do you want to work for this company? Look up information about the company and their products before going in for your interview. The library is a good source, or booklets that the company may have available.

6. What salary do you expect? It's a good idea to respond with a question. It's possible to ask the interviewer what the company policy is concerning pay for your experience and skills. Also, you might mention a range you'd consider.

7. Who are your references? Mention previous employers, teachers and people who can recommend your skills and good work habits. Be sure to ask their permission prior to using them as a reference. It's good manners and besides, a call will serve to remind the individual who you are.

8. What do you consider your weakness? Make the weakness into a positive for the company. You might consider being a perfectionist a weakness, but it's one the company will love.

9. What do you consider your strength? Be sure to mention a competency that you do well. Make the answer job related.

10. What kind of people do you dislike working with? The goal is to be able to get along with everyone. That applies to the world of work as well as to one's everyday life.

APPENDIX C (Continued)

11. Do you have transportation? Even if you take the bus, ride a bicycle or walk to work, the correct answer is yes. Some employers feel busses are not reliable, so it's best to respond matter-of-factly that your transportation is arranged.

12. Do you have anything to add? This is the opportunity for you to mention anything that was not covered in the interview. Things such as additional skills, a foreign language proficiency should be covered in a complete manner in every interview.

APPENDIX D

APPLICATION FORM

APPENDIX D

Sample Application Form

This establishment does not discriminate in hiring on the basis of race, color, age, religious creed, national origin, sex, or ancestry; or on the basis of a handicap not limiting the applicant's ability to perform satisfactorily the job available. No question on this form is intended to secure information to be used for such discrimination.

All questions must be fully and accurately answered.

Read the application completely before filling out. If you need more space, request additional paper.

Print.(Type or use a Pen)

GENERAL INFORMATION

Name	Date	Salary Desired
Street Address	Phone Number	Work Desired Full-time____
City State ZIP	Social Security Number	Part-time____ Temporary

Position desired____

Do you have any physical condition which may limit your ability to perform the job(s) applied for or which would significantly increase hazards to yourself, to others, or the work facility?____

If yes, describe.____

Have you had any major illness in the past five(5) years which you feel would prevent you from performing certain kinds of work without significantly increasing the hazards to yourself, to others, or the work facility?____

If yes, describe.____

Time lost in the last two years due to injury (no. of days)____

Has your application for a bond ever been denied?____**If yes, describe**____

Have you ever been convicted of a felony?____**If yes, describe**____

List persons in our company with whom you are acquainted____

Who referred you for employment?____ **Are you employed now?**____

In case of Accident or Emergency, notify____**Phone**____

Address____ **City**____**State**____

APPENDIX D (Continued)

EDUCATION

Education	Name and Location of School	Years	Course of Study		Did you Graduate?
			General	Special	
Grammar School					
High School					
College					
Correspondence School					
Special Training					

BUSINESS SKILLS*

Check business skills studied or acquired and indicate any typewriting and shorthand speed.

TYPING SPEED(wpm)____________
- Typing I ☐
- Typing II ☐
- Shorthand I ☐
- Shorthand II ☐
- Machine Transcription ☐
- Office & Sec'l. Practice ☐
- Word Processing ☐

SHORTHAND SPEED(wpm)________
- Bookkeeping I ☐
- Bookkeeping II ☐
- Filing ☐
- Business English ☐
- Business Correspondence ☐
- CRT ☐
- Switchboard ☐

SYSTEM STUDIED____________
- Key Punch ☐
- Calculator ☐
- Adding Machine ☐
- 10-Key Adding Machine ☐
- Other, list__________ ☐

____

____

PRODUCTION MACHINES*

Check if you have experience with the following.

- Paper Cutter ☐
- Drill Press ☐
- Lathe ☐
- Folding Machine ☐
- Table Saw ☐
- Volt Meter ☐
- Automotive Diagnostic Scope ☐

- Arc Welder ☐
- Drafting Machine ☐
- Other, list____________________

____

____

____

____

List additional abilities, experience, skills or special knowledge which you feel would qualify you for the type of work for which you are now applying.

____

____

____

Please indicate any special certificates, licenses, etc., which relate to this position.

____

____

*Organizations may customize this section according to their needs.

APPENDIX D (Continued)
EMPLOYMENT HISTORY

List all present and past employment, including part-time or seasonal, beginning with the most recent.

Company	Employment Dates and Salary	Describe the work you did in detail	Reason for leaving
Name ______ Address ______ City ______ State ______ Phone ______ Supervisor ______	From: ______ To: Salary ______ ______		
Name ______ Address ______ City ______ State ______ Phone ______ Supervisor ______	From: ______ To: ______ Salary ______ ______		
Name ______ Address ______ City ______ State ______ Phone ______ Supervisor ______	From: ______ To: ______ Salary ______ ______		

Note: IT IS UNDERSTOOD THAT FALSE STATEMENTS ON THIS APPLICATION MAY BE CONSIDERED SUFFICIENT CAUSE FOR DISMISSAL.

This establishment will give this application every consideration, However, the use of this blank does not indicate there are any positions open and does not in any way obligate this establishment.

I authorize investigation of all statements in this application, and I understand that any false statements or deliberate omissions on this application will be cause for my discharge if I am employed.

______

Signature of Applicant

Additional Remarks: ______

______

______

DO NOT WRITE BELOW THIS LINE

______

______

Acceptable for Employment? ______

Signed ______

(TITLE) ______

APPENDIX D (Continued)

Sample Completed Application Form

This establishment does not discriminate in hiring on the basis of race, color, age, religious creed, national origin, sex, or ancestry; or on the basis of a handicap not limiting the applicant's ability to perform satisfactorily the job available. No question on this form is intended to secure information to be used for such discrimination.

All questions must be fully and accurately answered.

Read the application completely before filling out. If you need more space, request additional paper.

Print (Type or use a Pen)

GENERAL INFORMATION

Name MARY F. SMITH	Date 5-22-84	Salary Desired OPEN
Street Address 9401 HILL STREET	Phone Number 879-40[illegible] Message 714/535-4977 HOME	Work Desired Full-time ✕
City State ZIP ANAHEIM, CA 92804	Social Security Number 873-35-4978	Part-time Temporary

Position desired RECEPTIONIST

Do you have any physical condition which may limit your ability to perform the job(s) applied for or which would significantly increase hazards to yourself, to others, or the work facility? NO

If yes, describe. –

Have you had any major illness in the past five(5) years which you feel would prevent you from performing certain kinds of work without significantly increasing the hazards to yourself, to others, or the work facility? NO

If yes, describe. –

Time lost in the last two years due to injury (no. of days) 0

Has your application for a bond ever been denied? NO If yes, describe

Have you ever been convicted of a felony? NO If yes, describe

List persons in our company with whom you are acquainted –

Who referred you for employment? REGISTER (Paper) Are you employed now? NO

In case of Accident or Emergency, notify MRS. SMITH Phone 535-4977

Address 9401 HILL ST. City ANAHEIM State CA 92804

EDUCATION

Education	Name and Location of School	Years	Course of Study General Special	Did you Graduate?
Grammar School	ST. JUSTIN	8	GENERAL	YES
High School	MAGNOLIA	4	GENERAL	YES
College				
Correspondence School				
Special Training	BUSINESS SKILLS CTR	6MO.	CLERICAL	YES

BUSINESS SKILLS*

Check business skills studied or acquired and indicate any typewriting and shorthand speed.

TYPING SPEED(wpm) 35
- Typing I ☒
- Typing II ☐
- Shorthand I ☐
- Shorthand II ☐
- Machine Transcription ☐
- Office & Sec'l. Practice ☐
- Word Processing ☐

SHORTHAND SPEED(wpm)______
- Bookkeeping I ☐
- Bookkeeping II ☐
- Filing ☐
- Business English ☐
- Business Correspondence ☐
- CRT ☐
- Switchboard ☐

SYSTEM STUDIED__________
- Key Punch ☐
- Calculator ☒
- Adding Machine ☒
- 10-Key Adding Machine ☒
- Other, list__________ ☐

PRODUCTION MACHINES*

Check if you have experience with the following.
- Paper Cutter ☐
- Drill Press ☐
- Lathe ☐
- Folding Machine ☐
- Table Saw ☐
- Volt Meter ☐
- Automotive Diagnostic Scope ☐ ☐

- Arc Welder ☐
- Drafting Machine ☐
- Other, list__________

List additional abilities, experience, skills or special knowledge which you feel would qualify you for the type of work for which you are now applying.

TYPING, FILING, 10 KEY BY TOUCH, TELEPHONE RECEPTIONIST, OFFICE PROCEDURES, MAIL CLERK, MICROCOMPUTER APPLICATIONS (INTRO, DATA ENTRY).

Please indicate any special certificates, licenses, etc., which relate to this position.

BUSINESS CLERICAL CERTIFICATE OF COMPLETION; TYPING, FILING, 10KEY CERTIFICATES.

*Organizations may customize this section according to their needs.

APPENDIX D (Continued)

EMPLOYMENT HISTORY

List all present and past employment, including part-time or seasonal, beginning with the most recent.

Company	Employment Dates and Salary	Describe the work you did in detail	Reason for leaving
Name FORESTER INSURANCE Address 1561 MAIN City SANTA ANA State CA Phone 761-4111 Supervisor MS. JONES	From: 4-82 To: 3-84 Salary MINIMUM	FILE CLERK: FILED ALPHABETIC + NUMERIC, DELIVERED MAIL, PHONE DUTIES	RETURNED TO SCHOOL
Name ______ Address ______ City ______ State ______ Phone ______ Supervisor ______	From: ______ To: ______ Salary ______		
Name ______ Address ______ City ______ State ______ Phone ______ Supervisor ______	From: ______ To: ______ Salary ______		

Note: IT IS UNDERSTOOD THAT FALSE STATEMENTS ON THIS APPLICATION MAY BE CONSIDERED SUFFICIENT CAUSE FOR DISMISSAL.

This establishment will give this application every consideration, However, the use of this blank does not indicate there are any positions open and does not in any way obligate this establishment.

I authorize investigation of all statements in this application, and I understand that any false statements or deliberate omissions on this application will be cause for my discharge if I am employed.

Mary Smith
Signature of Applicant

Additional Remarks: I'M BILINGUAL, SPANISH AND ENGLISH. REFERENCES AVAILABLE. RESUME ACCOMPANIES APPLICATION.

DO NOT WRITE BELOW THIS LINE

Acceptable for Employment? ______

Signed ______

(TITLE) ______

APPENDIX E

RESUME

APPENDIX E

Resume Outline

(Name)
(Address)
(City, State, Zip Code)

(Telephone Number) Day
Message
Home

EMPLOYMENT OBJECTIVE

EDUCATION

COMPETENCIES

WORK EXPERIENCE

PERSONAL

REFERENCES

(Instructor's Name)
(Title)
(Address)
(Telephone Number)

198

APPENDIX E (Continued)

Sample of Resume

(Student Name)
(Street Number and Name)
(City, State, Zip Code)

(Telephone Number) Day
Message
Home

CAREER OBJECTIVE
To obtain an entry-level position in the clerical field where I can utilize my skills and acquire additional experience that will lead to promotional advancement and long-term employment.

EDUCATION
Business Skills Center, Adult Education Division, Cypress, California. Intensive business clerical training based on a 30-hour week program which may be considered equivalent to work experience. Certificate of Completion

North Orange County Community College District, Anaheim, California
High School Diploma

North Orange County Regional Occupational Program, Washington Community Center, Anaheim, California. Teacher's aide.

COMPETENCIES
Typing 45 wpm, Ten-key adding machine by touch, Telephone Receptionist, Filing (alphabetic and numeric), Career Development (including human relations and communication), Office Procedures, Apple II Plus microcomputer (Introduction and Apple Post), IBM Electronic 50 and 60 typewriters, Reprographics and Mail Clerk.

WORK EXPERIENCE
Portrait World Incorporated, Anaheim, California
Tab Department and Service Finish: Duties ranged from tab identifier to production collation.

McGraw Insurance Company, Anaheim, California
Policy Typist: Responsible for typing data for policy renewals.

PERSONAL
I am career-minded, willing and able to work under pressure. I enjoy music and being around other people.

REFERENCES
(Past Employer's Name)
(Address)
(Telephone Number)

(Instructor's Name)
(Address)
(Telephone Number)

APPENDIX E (Continued)

Sample of Resume

(Name)
(Address)
(City, State, Zip Code)

(Telephone) Day
Message
Evening

EMPLOYMENT OBJECTIVE
Position as a production machine operator with opportunity to advance in the company.

EDUCATION
Machine Shop, Adult Education Division, Fullerton, California.
Intensive machine shop training program based on a thirty-hour week.
Certificate

GED Degree earned in U.S. Army.

Drafting for two years in high school.

SKILLS
Lathe, Milling Machines, Grinder, Drill Press, Bandsaw, Layout and Setup, Blueprint Reading, Measuring Tools, Advanced Mathematics, Shop Mathematics, Benchwork and Hand Tools. Also operate fork lift.

WORK EXPERIENCE
(Name of Company), (Address).
Assistant superintendent with a five-man crew: Pipe inspection using grinders to check pipe metal for dexterity cracks and seams, repaired pipes.

U.S. Army for three years. Achieved rank of E-5.

Self-employed in the trucking industry.

INTERESTS
I enjoy camping, football and reading.

REFERENCES

(Coordinator's Name)
(Address)
(Telephone Number)

(Instructor's Name)
(Address)
(Telephone Number)

APPENDIX F

EMPLOYER CONTACT LIST

APPENDIX F

EMPLOYER CONTACT LIST

DATE	TIME OF DAY	NAME & ADDRESS OF EMPLOYER	PHONE NUMBER	NAME OF PERSON WHO HIRES	RESULTS
		Job:			
		Job:			
		Job:			
		Job:			
		Job:			
		Job:			
		Job:			

APPENDIX G

COVER LETTER

APPENDIX G

Cover Letter

(Address)
(City, State, Zip Code)
(Date)

(Name)
(Company Name)
(Address)
(City, State, Zip Code)

Dear

Please consider me as an applicant for a general clerical position in your organization. Enclosed is my completed application form for this position. Also enclosed is my resume for your consideration. I would appreciate a personal interview to discuss my qualifications.

Sincerely,

(Name)
(Telephone Number)

Enc: Application Form
Resume

APPENDIX H

FOLLOW-UP LETTER

APPENDIX H

Follow-Up Letter

(Address)
(City, State, Zip Code)
(Date)

(Name)
(Company Name)
(Address)
(City, State, Zip Code)

Dear (Name)

Thank you for the opportunity to discuss with you my qualifications for the file clerk position with your company. I am certain that working for your company would be challenging and interesting. Your interview was very informative.

I am very interested in the job and hope that you feel, as I do, that my training and skills would be useful to your company. The potential growth for the company and the many opportunities to make a contribution certainly appeal to me. If hired, I would be a most reliable employee. I hope to hear from you soon regarding your decision.

Sincerely,

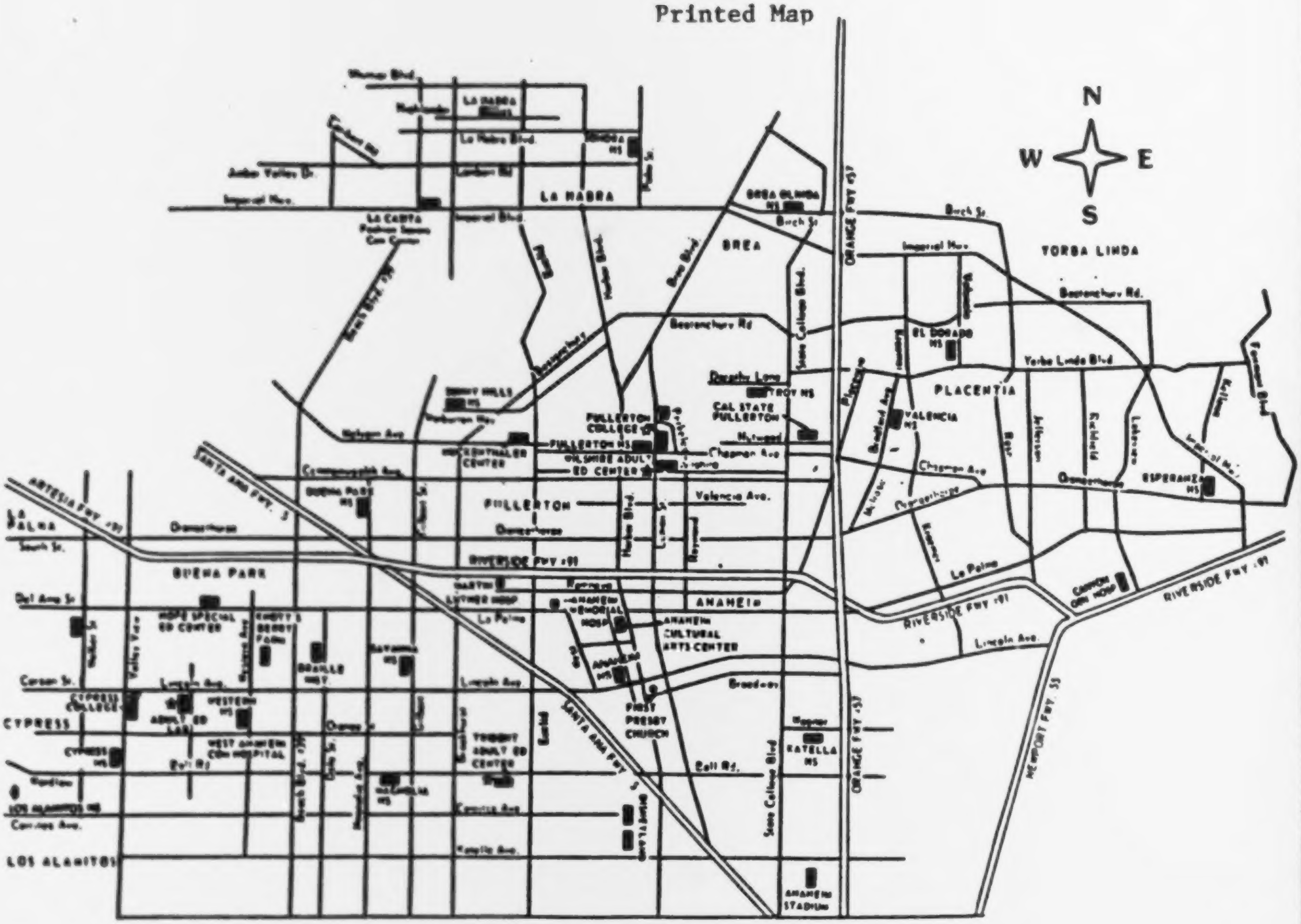
(Your name)
(Telephone) Day
Message
Home

APPENDIX I

MAPS

APPENDIX I

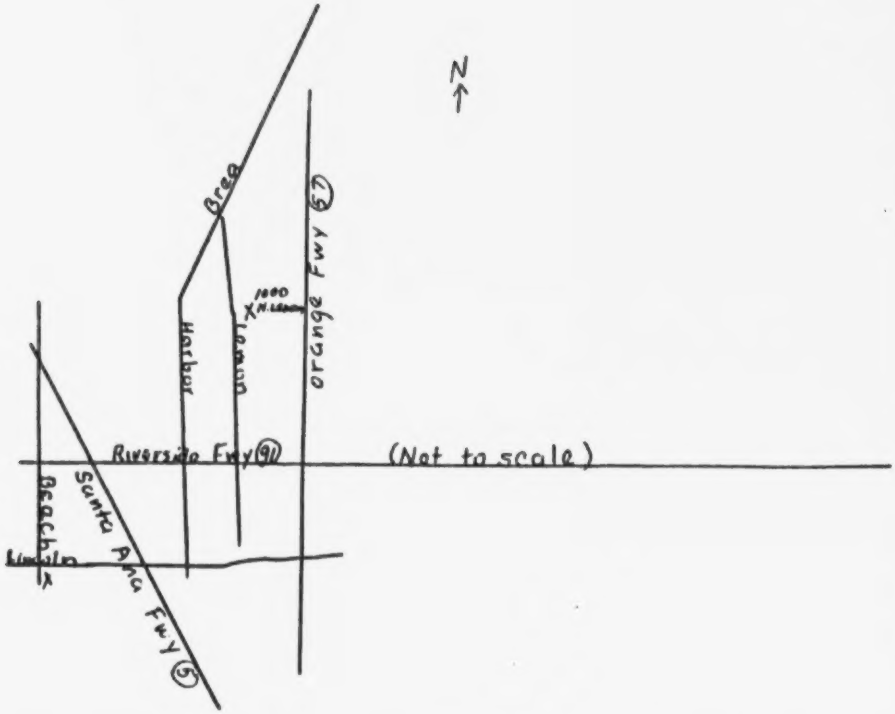
Printed Map



N
W
E
S
LA HABRA
Imperial Hwy.
Amber Valley Dr.
La Habra Blvd.
Imperial Blvd.
LA CARTA
BREA OLINDA HS
Birch St.
BREA
ORANGE FWY #57
TORBA LINDA
Imperial Hwy.
Bastanchury Rd.
Bastanchury Rd
State College Blvd.
Harbor Blvd.
Brea Blvd
Euclid
Dorothy Lane
TROY HS
CAL STATE FULLERTON
EL DORADO HS
Yorba Linda Blvd
PLACENTIA
Placentia
Bradford Ave
VALENCIA HS
Nutwood
Chapman Ave
Rose
Jefferson
Kraemer
Lakeview
Imperial Hwy
Fairmont Blvd
ESPERANZA HS
Orangethorpe
SUNNY HILLS HS
Malvern Ave.
FULLERTON COLLEGE
FULLERTON HS
Commonwealth Ave.
WILSHIRE ADULT ED CENTER
CENTER
BUENA PARK HS
SANTA ANA FWY. 5
ARTESIA FWY #91
LA PALMA
Orangethorpe
South St.
FULLERTON
Valencia Ave.
RIVERSIDE FWY #91
BUENA PARK
Del Amo St.
HOPE SPECIAL ED CENTER
Valley View
BRAILLE INST.
La Palma
MARTIN LUTHER HOSP
ANAHEIM MEMORIAL HOSP
ANAHEIM
ANAHEIM CULTURAL ARTS CENTER
ANAHEIM HS
La Palma
Lincoln Ave.
RIVERSIDE FWY #91
CANYON GEN HOSP
Carson St.
Lincoln Ave.
CYPRESS COLLEGE
ADULT ED LAB
WESTERN HS
CYPRESS
CYPRESS HS
WEST ANAHEIM COM HOSPITAL
Ball Rd
Orange
Euclid
TRINITY ADULT ED CENTER
FIRST PRESBY CHURCH
Broadway
KATELLA HS
Ball Rd.
NEWPORT FWY. 55
Cerritos Ave.
LOS ALAMITOS HS
Cerritos Ave.
LOS ALAMITOS
Katella Ave.
State College Blvd
ORANGE FWY #57
ANAHEIM STADIUM

APPENDIX I (Continued)

Hand Drawn Map


N
Brea
Orange Fwy 57
1000 N. Lemon
Harbor
Lemon
Riverside Fwy 91
(Not to scale)
Beach
Santa Ana Fwy 5
Lincoln

Go north from the intersection of Beach & Lincoln, go east on Riverside Freeway to Lemon (after Harbor and before Orange Freeway). Go north on Lemon to 1000 N. Lemon (after Commonwealth and before Brea. Appointment is at 10:00 am at 1000 N. Lemon, Fullerton.

APPENDIX J

SAMPLE CLINICAL PROFICIENCY TESTS

APPENDIX J

Sample Clinical Proficiency Tests

Identification Number____

SPELLING

TIME: 5 MINUTES

The test below shows four columns of words labeled 1, 2, 3, and 4. Each of the items has four different spellings of the same word. Only one of these spellings is correct. Indicate the correct one by drawing a circle around the appropriate number in the answer column at the right. The first item is an example.

1	2	3	4	ANSWERS
statemint	statement	statemunt	statment	0. 1 [✓ 2] 3 4
personel	personell	personnel	perrsonnel	1. 1 2 3 4
bussiness	business	bisniss	busines	2. 1 2 3 4
clerical	clairical	clairicle	clericle	3. 1 2 3 4
computeer	computer	computor	camputer	4. 1 2 3 4

Identification Number______

ALPHABETIC FILING

TIME: 5 MINUTES

Below are groups of names that represent correspondence to be filed. Preceding each group is a series of letters that represent a file drawer label. Choose the one name in each group that should not be filed in the drawer under which it is listed. Write your choice within the parentheses. The first item is given as an example.

ANSWERS

0. HOL-JON — 0. (c)
(a) Holloway, Mary (b) Homer, James
(c) Hoffman, Shirley (d) James, Phillip

1. REM-STA — 1. ( )
(a) Remington, Harold (b) Rodriquez, Julio
(c) Romero, David (d) Sturgis, Thomas

2. SCA-TUA — 2. ( )
(a) Tran, Linh (b) Sanchez, Miguel
(c) Scanlon, Jeffrey (d) Scott, Robert

3. ALA-BAG — 3. ( )
(a) Bailey, Grace (b) Almstead, James
(c) Archibald, Dennis (d) Baetz, Florence

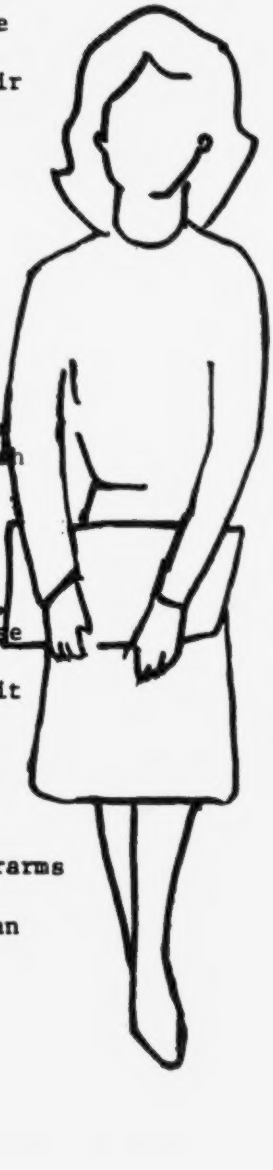
APPENDIX K

GROOMING CHECK LIST

APPENDIX K

Grooming Check List

Female Interview Grooming and Attire Check List



Up-to-date hair style

Freshly shampooed hair

Moderate make-up

Deodorant

Minimal jewelry

No gum

No cigarettes

Manicured fingernails
& no chipped polish

Handbag to match
shoes

Briefcase to go with,
or instead of purse

Tailored dress or suit

Hosiery

High heels or pumps

Shaved legs and underarms

Teeth and breath clean
& fresh

APPENDIX K (Continued)

Grooming Check List

Male Interview Grooming and Attire Check List

Styled hair

Freshly shaven, or trimmed beard

Deordorant, no cologne

No cigarettes

No gum

Tie to coordinate with suit or sport coat

Nothing in pockets to make them bulge

Clean hands and fingernails

Shoes shined

No baggy pants, nor too tight

Shirt and tie; suit coat, sport coat or pull-over sweater for business job

Collared T shirt or sport shirt; non-faded pants, clean, pressed for factory job.

Teeth and breath clean & fresh

APPENDIX L

PORTFOLIO

APPENDIX L

Resume

(Student Name)
(Street Number and Name)
(City, State, Zip Code)

(Telephone Number) Day
Message
Home

CAREER OBJECTIVE

To obtain an entry-level position in the clerical field where I can utilize my skills and acquire additional experience that would lead to long-term employment.

EDUCATION

Business Skills Center, Adult Education Division, Cypress, California. Intensive business clerical training based on a 30-hour a week program which may be considered equivalent to work experience. Certificate of Completion

Babylon High School, Babylon, New York. Business Major. Diploma

Wilson Technological School, Dix Hills, New York. Unit Clerk. Certificate

COMPETENCIES

Typing, Ten-key adding machine by touch, Telephone Receptionist, Filing (alphabetic and numeric), Mail Clerk, Career Development (including human relations and communication), Office Procedures, Apple II Microcomputer applications (Introduction to Apple II and Apple Post), and Cashiering.

WORK EXPERIENCE

Friends Incorporated, Farmingdale, New York. Promoted to Quality Control Inspector: Responsible for maintaining high quality standards.

Masters Department Store, Bay Shore, New York. Cashier: Customer relations, filled out daily cash reports, responsible for opening and closing cash register.

Schooner Inn, Ocean Bay Park, Fire Island, New York. Waitress: Customer relations, responsible for taking orders, and handling cash.

Allstate Insurance Company, Melville, New York. File Clerk: Numeric filing.

United Farm Workers Coalition, Riverhead, New York. Volunteered in medical office.

PERSONAL

I enjoy reading, bowling, swimming, and traveling.

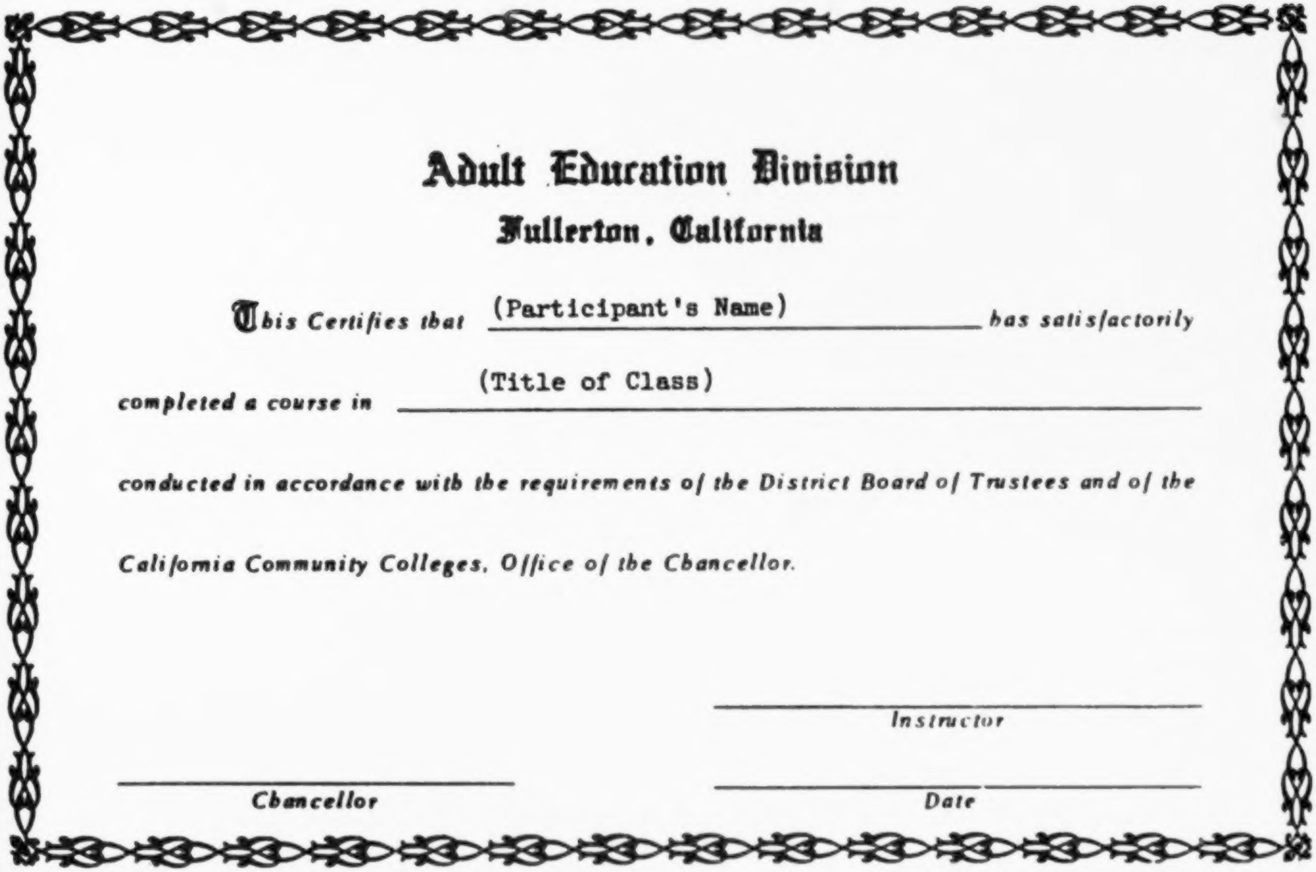
REFERENCES

(Past Employer's Name)
(Address)
(Telephone Number)

(Instructor's Name)
(Address)
(Telephone Number)

APPENDIX L (Continued)

Certificate of Achievement



Adult Education Division

Fullerton, California

This Certifies that (Participant's Name) *has satisfactorily*

completed a course in (Title of Class)

conducted in accordance with the requirements of the District Board of Trustees and of the California Community Colleges, Office of the Chancellor.

Instructor

Chancellor

Date

APPENDIX L (Continued)

Certificate of Completion

____

Has satisfactorily completed a
training program in

____

offered under the provisions of the Job Training Partnership Act, conducted in accordance with the requirements of the District Board of Trustees and of the California Community Colleges, Office of the Chancellor.

____
Director Vocational Education

____
Program Coordinator

____
Date

(Name of Educational Agency)

____

Certificate of Completion

APPENDIX L (Continued)

Letter of Recommendation

(Educational Institution)
(Address)
(City, State, Zip Code)

To the Personnel Department:

We have known (complete name of student) as a clerical trainee with the Business/Clerical Program during his/her participation in this intensive training course. He/She has progressed rapidly and now has many excellent skills, as evidenced by his/her resume. He/She is very responsible and gets along well with everyone in the program.

I would highly recommend (first name) for a job with your establishment.

Sincerely,

(Coordinator's Name)
(Coordinator's Telephone)

Sample of Work

TYPING AN OUTLINE

I. MARGINS

- A. Set margin stops to center the average full line, allowing for the first roman numeral.
- B. Center the outline vertically.

II. INDENTIONS

- A. Steps are indented 4 spaces each.
    - 1. Set several tab stops 4 spaces apart.
    - 2. Indent similar parts in similar steps.
- B. Guide letters or numbers precede the steps.
    - 1. Follow each guide with a period.
    - 2. Space twice after the period.
- C. For roman numerals that take more than one space, use the margin release and backspace from the left margin stop.

III. SPACING

- A. Put 2 Blank lines before an all caps line.
- B. Put 1 blank line after an all caps line.
- C. Single- or double-space all the other lines, but be consistent in which you use.

APPENDIX L (Continued)

Sample of Work

8532 Brookside Street
Anaheim, CA 92804
June 4, 1984

Reference: File #8462

Better Business Bureau
1345 Green Street
Anaheim, CA 92804

Attention Consumer Products Division

Gentlemen:

On June 1, I wrote to you concerning a bicycle I had given my son for his birthday. My complaint was that the paint peeled off when the bike was new, and I wanted to know if the paint contained toxic materials, and whether you will replace the bicycle.

You wrote me that you would check into the matter which had been assigned File #8462. It has been six weeks since by initial contact with you, and I have not heard from you. Can you tell me the status of your investigation?

Very truly yours,

Susan B. Jones

APPENDIX L (Continued)

Sample of Work

June 2, 1984

Mr. Andrew Sanders
3233 Ball Avenue
Anaheim, CA 92804

Dear Mr. Sanders:

Subject: Your Order #6013

Thank you for your Order #6013 dated May 27, 1984. We have all the items you ordered except the Style #1001-A Pen, and we expect to have this item on June 10. Would you want us to hold your entire order until June 10, or do you want partial shipment?

Please let us know your wishes in this matter so that we can serve you better.

Sincerely yours,

HILLSIDE INTERIORS, INC.

Leonard Smith
Manager

MS
cc Ms. Mary Jones

APPENDIX M

EVALUATION REPORT

APPENDIX M

Evaluation Report

PERFORMANCE EVALUATION

Employee______________________________ Date________________

Job Code________ Classification____________________________

RATING SCALE

O=OUTSTANDING: Totally competent, used sparingly.

AS=ABOVE SATISFACTORY: Far exceeded standard requirements for position.

S=SATISFACTORY: Performance completely acceptable and meets job requirements satisfactorily. Majority of employees.

C=CONDITIONAL: Performance is marginal. Minimum performance requirements not met but shows a potential for improvement. May need additional training. Accompanied by comments and suggestions for improvement.

U=UNSATISFACTORY: Performance not acceptable, failed to meet minimum requirements of position. Employee is a liability.

RATING FACTORS

		O	AS	S	C	U
QUANTITY OF WORK	Meets pre-determined standards for quantity of output for position					
QUALITY OF WORK	Meets pre-determined standards for accuracy, completeness, neatness, effectiveness					
JOB KNOWLEDGE	Possesses basic job knowledge					
	Familiar with inter-organizational functions related to job					
	Understands specific job duties					
	Is versatile					
	Organizes work logically					
INITIATIVE	Executes independent action					
APTITUDE	Ability to learn new tasks					
	Retains what's been learned					
	Ease with which follows instructions					
ATTENTION TO DUTY	Has good attendance and punctuality					

APPENDIX M (Continued)

		O	AS	S	C	U
DEPENDABILITY	Follows directions					
	Attendant to the job in absence of direct and indirect supervision					
	Completes assignments on time					
JUDGMENT	Ability to arrive at decisions					
ATTITUDE	Works well for others					
	Works well with others					
	Accepts assignments willingly					
	Accepts constructive criticism					
	Desires to do good job					
	Deal effectively with public					
WORK HABITS	Maintains a clean work station					
	Exhibits good work habits					
COST CONSCIOUSNESS	Shows conservative attitude regarding waste					
	Proper care of tools and equipment					
SAFETY	Knowledge of safety rules and practices					
	Follows safety rules and practices					

Please describe work performed and remark on all above factors graded "C" or "U".

Prepared by:________________ Date:__________

Approved by:________________ Date:__________

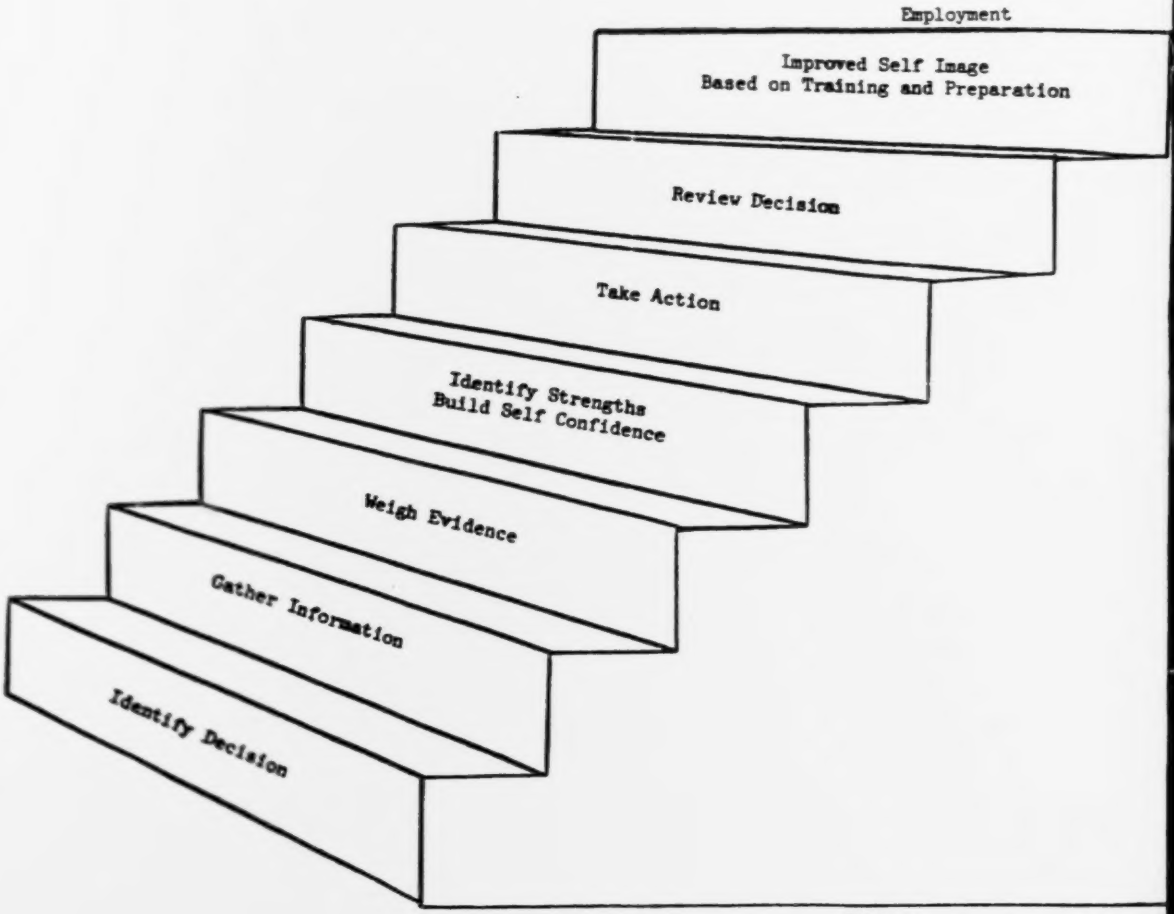
Employee signature:________________ Date:__________

APPENDIX N

DECISION MAKING PROCESS CHART

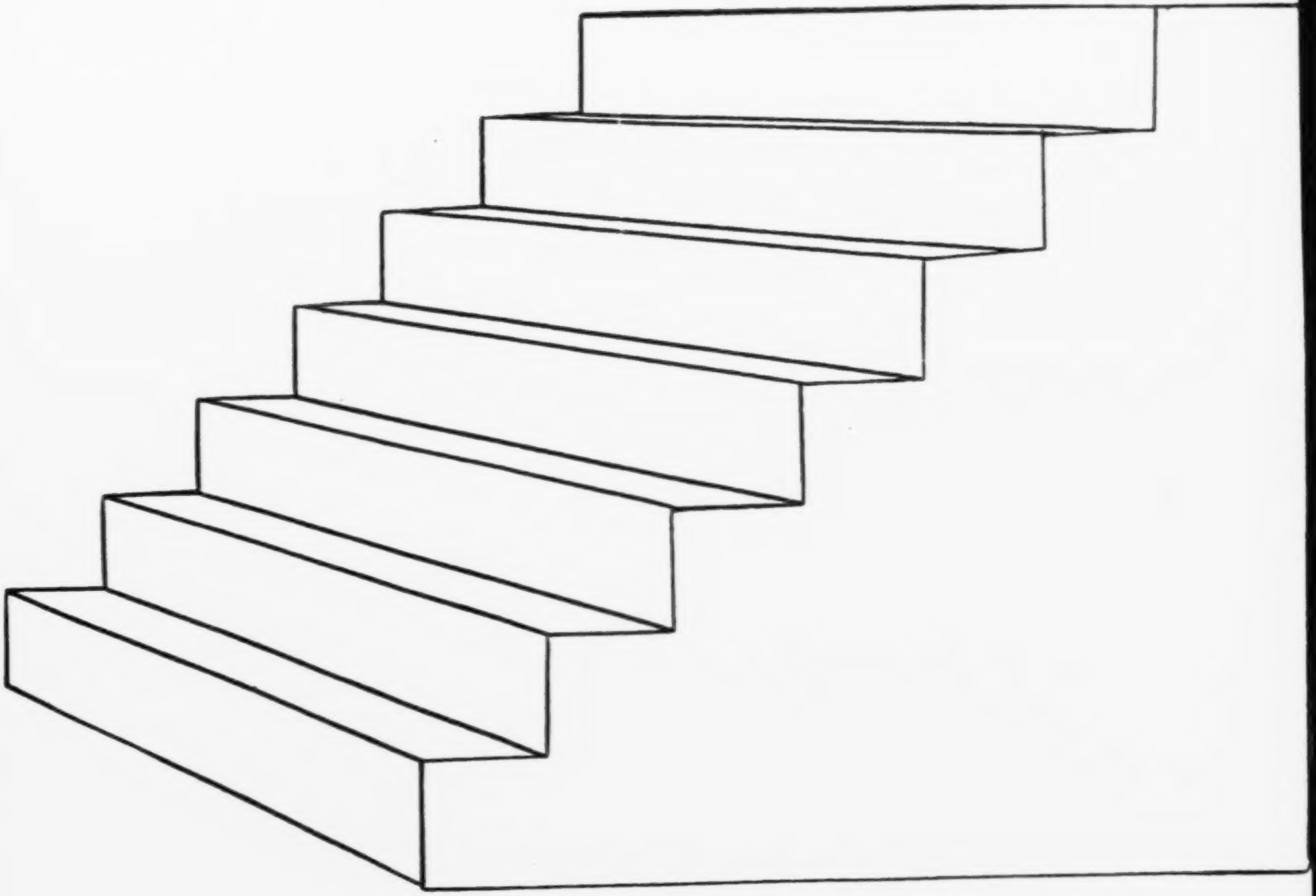
APPENDIX N

Decision Making Process Chart


Employment
Improved Self Image
Based on Training and Preparation
Review Decision
Take Action
Identify Strengths
Build Self Confidence
Weigh Evidence
Gather Information
Identify Decision

APPENDIX N (Continued)

Decision Making Process Chart



APPENDIX O

WARNING NOTICE

APPENDIX O

Warning Notice

WARNING NOTICE

EXCESSIVE ABSENCES/TARDIES/PROBLEMS

NAME ______________________________ DATE _________________

The following serious problem is under discussion and warning:

____

This warning notice is being issued in order that you may remedy this problem immediately. If within the next two weeks, by ______________, the problem has not been remedied, further action will be taken _________________________.

Coordinator's Signature ________________________ Date________

I have had the opportunity to respond to the above decision either verbally or in writing.

Student's Signature _____________________________ Date_______

___First Warning
___Probation Recommended

APPENDIX P

MISSING CLIENT LETTER

APPENDIX P

Missing Client Letter

(Educational Agency)
(Address)
(City, State, Zip Code)
(Date)

(Name)
(Address)
(City, State, Zip Code)

Dear (Name):

Perhaps the reason we haven't been able to contact you is because you are currently employed. Please let us know the name of the company, etc. Our program is evaluated on the number of our students who find employment so we would like to have this information no matter what area the job is in. If you currently are not employed but find a job within the next 3-4 months, let us know.

We are anxious to help you in any way we can. For instance, we can help you update your resume. Also, remember we constantly have new job listings which you may find interesting.

Please call me at 761-4133 or 826-2740; or use the enclosed stamped, self-addressed envelope for your reply.

Sincerely,

(Coordinator's Signature)
(Title)
(Program Name)

Enclosure: envelope

APPENDIX Q

VERIFICATION OF INTERVIEWS AND APPLICATIONS

APPENIDX O

Verification of Interviews and Applications

(Name of Educational Agency)

Employer:

The person named below has been granted release time from classroom attendance to afford an opportunity to seek employment opportunities at your organization. Please be kind enough to complete this short form for our records.

______________________________ was in our office on ____________
(trainee's name) (date)

at ____________________ for the purpose of:
(time)

( ) Obtaining employment information.

( ) Filling out an application for employment.

( ) Interviewing.

( ) Testing.

( ) Other ______________________________

____

____
Signature

____
Company or Agency Name

____
Phone Number

For additional information regarding this individual's current status in the training program, please contact (Placement Specialist) at (Job Placement Progfam's telephone number).

APPENDIX R

PARTICIPANT CONTACT RECORD

APPENDIX R

Participant Contact Record

DATE	

APPENDIX S

JOB ORDER REFERRAL

APPENDIX S

Job Order Referral

This will introduce ______________________________ , a candidate

for employment at your company.

Company Name ______________________________

Address ______________________________

____

Phone ______________________________

Appointment Time ______________________________

Special Instructions to Student ______________________________

____

If you are unable to keep this appointment, contact me immediately.

Telephone: Office, Message. Thank you.

____

Job Placement Specialist
Cypress College Business Skills

- -

JOB ORDER FORM

Name of Company ______________________________

Address ______________________________

Phone ______________ Directions to Company ______________

____

Contact Person ______________________________

Work Hours ______________ Full Time___ Part Time___ Date__________

Number of Employees in Company ______________________________

Comments ______________________________

____

____

Salary ______________________________

APPENDIX T

DAILY EMPLOYER CONTACT

APPENDIX T

Daily Employer Contact

Number	Company	Date

APPENDIX U

ADVISORY MEETING

APPENDIX U

Invitation Letter to Employers

(Name)
(Title)
(Company Name)
(Address)
(City, State, Zip Code)

Dear

As you know, without the assistance of employers like yourself we would be unable to continue to keep our programs current and to provide you with the skilled manpower you require. To assure that our vocational training programs meet the needs of local industry, our educational agency is requesting your assistance in evaluating the needs of employers in the area of vocational skills of clients. We are engaged in an innovative and comprehensive skills analysis of local employers to determine the skills required by industry. We are requesting your participation because your company has expressed an interest in our graduates and we wish to provide you with trained employees.

I would like to invite you to attend a meeting designed to explain our goals and get your input. The meeting is scheduled for:

Date:
Time:
Place:

(Placement Specialist's Name), (Title), will gather and analyze the skills you require. We will contact you in a few days regarding your attendance and to answer any questions you may have.

We will be looking forward to seeing you at the meeting and to work with you on such a worthy vocational endeavor.

Cordially,

(Coordinator's Name)
(Title)
(Telephone)

enclosure: Map

APPENDIX U (Continued)

Progress Review

PROGRESS REVIEW				
KEY PERFORMANCE AREA:				
OUTCOME:				
ACTION	DUE	Special Concerns	Responses	Notes

Agenda

ADVISORY MEETING
April 30, 1984
12:00 noon

AGENDA

I. Opening of Meeting
    A. Welcome
    B. Introduction of Staff
    C. Introduction of Guests, name and company
    D. Agenda Review
II. Announcement to Adjourn to Conference Room
    A. Goals
        1. Speaker #1: Overview of Educational Agency
        2. Speaker #2: Overview of Vocational Training Program
        3. Speaker #3: Purpose of Advisory Meeting
            a. Overview Handout
            b. Distribute Questionnaire (information to be gathered to use in placement project curriculum guide)
        4. Speaker #4: Explanation of Placement Program
III. Slide Presentation (10 to 15 minutes)
IV. Distribute Evaluation Questionnaire
V. Questions and Answers
VI. Collect Questionnaire, Evaluation

APPENDIX U (Continued)

Handout Packet

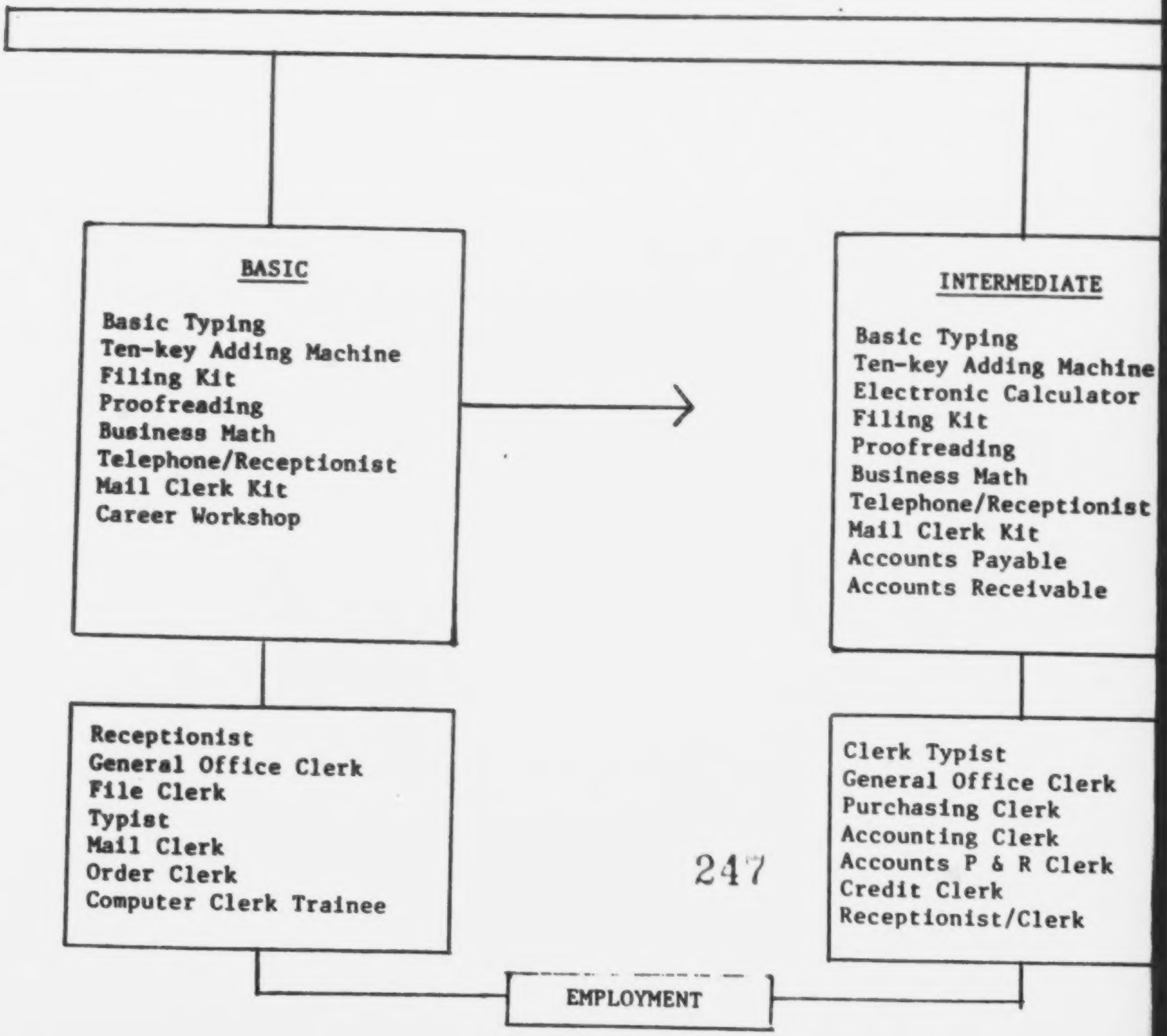
Overview

Business Skills Training

Basic Entry Level
Intermediate
Advanced

APPENDIX U (Continued)

BUSINESS SKILLS TRAINING



BASIC

- Basic Typing
- Ten-key Adding Machine
- Filing Kit
- Proofreading
- Business Math
- Telephone/Receptionist
- Mail Clerk Kit
- Career Workshop

- Receptionist
- General Office Clerk
- File Clerk
- Typist
- Mail Clerk
- Order Clerk
- Computer Clerk Trainee

INTERMEDIATE

- Basic Typing
- Ten-key Adding Machine
- Electronic Calculator
- Filing Kit
- Proofreading
- Business Math
- Telephone/Receptionist
- Mail Clerk Kit
- Accounts Payable
- Accounts Receivable

- Clerk Typist
- General Office Clerk
- Purchasing Clerk
- Accounting Clerk
- Accounts P & R Clerk
- Credit Clerk
- Receptionist/Clerk

EMPLOYMENT

APPENDIX U (Continued)

BUSINESS SKILLS TRAINING

ENTRY LEVEL

- Career Workshop
- Filing
- Mail Clerk
- Office Procedures
- Telephone Training
- Ten-key Adding Machine
- Typing

- Billing Clerk
- Clerk Typist
- File Clerk
- General Office Clerk
- Mail Clerk
- Order Clerk
- Receptionist

SPECIALIZED

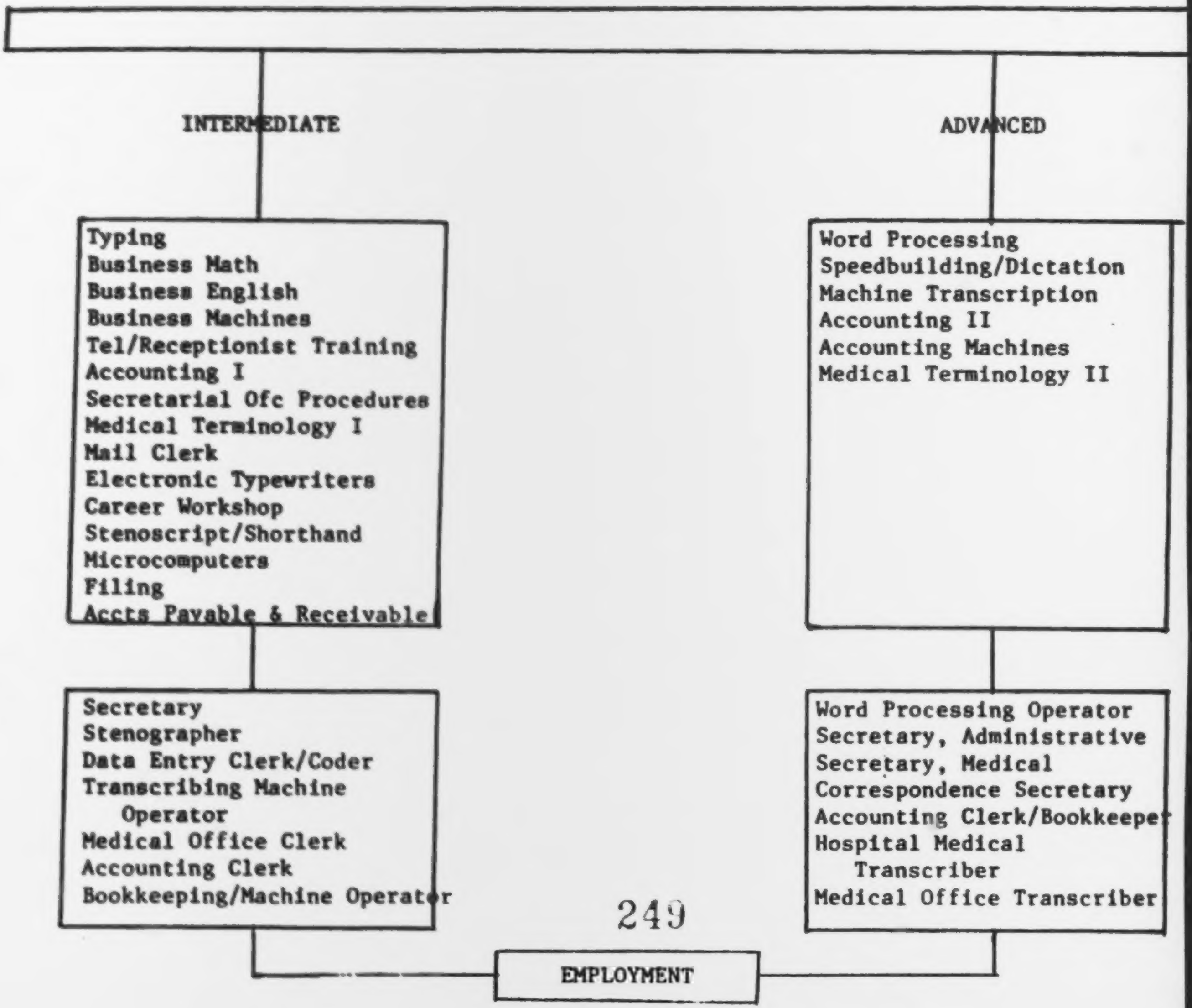
- Accounts Payable Clerk
- Accounts Receivable Clerk
- Calculator
- IBM Electronic Typewriter 50
- IBM Electronic Typewriter 60
- Microcomputer Applications

- Accounts Receivable Clerk
- Accounts Payable Clerk
- Data Entry Clerk

Program is self paced - occupational goals, length of training period, and level of training achieved is based upon existing skills at time of entry.

APPENDIX U (Continued)

BUSINESS SKILLS TRAINING



INTERMEDIATE

- Typing
- Business Math
- Business English
- Business Machines
- Tel/Receptionist Training
- Accounting I
- Secretarial Ofc Procedures
- Medical Terminology I
- Mail Clerk
- Electronic Typewriters
- Career Workshop
- Stenoscript/Shorthand
- Microcomputers
- Filing
- Accts Payable & Receivable

- Secretary
- Stenographer
- Data Entry Clerk/Coder
- Transcribing Machine Operator
- Medical Office Clerk
- Accounting Clerk
- Bookkeeping/Machine Operator

ADVANCED

- Word Processing
- Speedbuilding/Dictation
- Machine Transcription
- Accounting II
- Accounting Machines
- Medical Terminology II

- Word Processing Operator
- Secretary, Administrative
- Secretary, Medical
- Correspondence Secretary
- Accounting Clerk/Bookkeeper
- Hospital Medical Transcriber
- Medical Office Transcriber

EMPLOYMENT

APPENDIX U (Continued)

BUSINESS SKILLS TRAINING PROGRAM

EMPLOYMENT OBJECTIVES

Entry-Level and Intermediate

BUSINESS SKILLS TRAINING PROGRAM

BUSINESS/CLERICAL OCCUPATIONS

PROGRAM OVERVIEW

The Business/Clerical program prepares clients who wish to pursue a career in this multifaceted occupational area. The program goal is the satisfactory completion of all trainees enrolled and placed in full-time employment which provides opportunity for advancement and career development.

Offered is an innovative program in a variety of choices in business/clerical occupational training including a wide range of competencies and skill training which can be matched with each student's goals, as well as individual capability. Curriculum reflects entry, intermediate and specialized levels of instructional capability.

EMPLOYMENT OBJECTIVES

Upon satisfactory completion of the program, the client will be prepared for employment in the following:

Receptionist/Receptionist Clerk (D.O.T. #237.387) Entry-Level
Receives clients or customers coming into establishment, ascertains their wants, and directs them accordingly: Obtains caller's name and arranges for him to see person called upon. Directs caller to his destination and records name, time of call, nature of business, and person called upon. May make future appointments and answer inquiries. May perform variety of clerical and other duties pertinent to the type of establishment. May collect and distribute mail and messages. May receive patients in office of physician (medical servies); dentist (medical services); or other health services and be designated as Receptionist, Doctor's Office or Out-Patient Receptionist.

Typist (D.O.T. #203.582) Entry-Level
Types letters, reports, forms, addresses, and other straight-copy material from rough draft or corrected copy. May verify totals on report forms, requisitions, and bills. May operate office duplicating machines to make copies. May operate as part of general administrative team or may be designated according to tasks as Statistical Typist.

Clerk-Typist (D.O.T. #203.362) Entry-Level
Performs general clerical work requiring use of typewriter in majority

of duties: Compiles and types reports, bills, application forms, shipping tickets, and other matter from clerical records. Files records and reports; posts information to records; sorts and distributes mail; answers telephone and performs smimilar duties; computes amounts using adding machine.

Mail Clerk (D.O.T. #209.562) Entry-Level
Sorts incoming mail for distribution and dispatches outgoing mail: Opens envelopes by hand or with letter-opening machine; stamps date and time of receipt on incoming mail; sorts mail according to destination and type, such as returned letters, adjustments, bills, orders, and payments; readdresses undeliverable mail bearing insufficient or incorrect address; examines outgoing mail for appearance and seals envelopes by hand or with postage meter. May fold letters or circulars and insert into envelopes; distribute and collect mail; may weigh mail to determine postage.

File Clerk I (D.O.T. #206.362) Entry-Level
Files correspondence, cards, invoices, receipts, and other records in alphabetical or numerical order, or according to subject matters; files incoming material according to procedures; places material in file cabinets, file boxes, or special filing containers; locates and removes material from file when requested, maintaining control of material; maintains index of material in files. May enter information on records as directed. May file according to phonetic spelling and be designated as Soundex Clerk, etc.

General Office Clerk (D.O.T. #219.362) Entry-Level
Performs any combination of the following and similar tasks not requiring knowledge of systems or procedures. Writes or types bills and statements, receipts, checks and other document copying information from one record to another; proofreads records and forms; sorts and files records and mail. May receive money from customers and make-up deposit slips. Addresses mail and packages by hand or typewriter; answers phones, conveys messages, and runs general errands for other administrative staff. May be required to operate various types of office equipment under general supervision.

Word Processing Trainee (D.O.T. #203.582) Entry-Level
Types letters, reports, forms and tabulations from rough draft, corrected copy, or machine dictation onto magnetic media typewriters.

APPENDIX U (Continued)

Bookkeeper/Accounting Clerk (D.O.T. #210.382) Intermediate
Performs variety of routine calculating, posting, and typing duties to accomplish accounting: Posts details of business transactions; totals accounts using adding machine. May keep only one section or set of financial records and may be designated according to section of records, such as Accounts Payable Bookkeeper, Accounts Receivable Bookkeeper, etc.

Transcribing Machine Operator (D.O.T. #203.582) Intermediate
Transcribes letters, reports, or other recorded data, using transcribing (voice reproduction) machine and typewriter. May keep file or records; may receive and route callers; may use magnetic media typewriter.

Word Processing Operator (D.O.T. #203.582) Intermediate
Types letters, reports, forms and tabulations from rough draft, corrected copy, or machine dictation onto magnetic media typewriters. Prints and collates material from magnetic card file, revising as required.

Accounting Clerk (D.O.T. #216.482) Intermediate
Performs variety of calculating, posting, and typing duties including allotments, disbursements, deductions from payroll, pay and expense vouchers, remittances paid, due, etc. Computes production, labor, payroll, and other expenditures.

Personnel Clerk (D.O.T. #219.362) Intermediate
Compiles and maintains personnel records; records data for each employee such as address, weekly earnings, absences, ratings, amounts of sales or production, physical exams, and dates of leave or termination. Compiles and types reports from employment records; file searches and provides reports to authorized persons. May be required to administer and score, as well as post aptitude, interest and personality tests. May fill out and explain bonding forms; may prepare and file accident reports.

Stenographer (D.O.T. #202.362) Intermediate
Takes dictation in shorthand of correspondence, reports, and other matter, and transcribes dictated material, using typewriter; performs variety of clerical duties (Clerk, General Office), except when working in stenographic pool. May transcribe material from sound recordings; may perform stenographic duties in professional office and be designated as Legal Stenographer, Medical Stenographer or Technical Stenographer; may take dictation in foreign language and be known as Foreign-Language Stenographer; may be designated according to department in which employed.

Payroll Clerk (D.O.T. #215.482) Intermediate
Computes wages and posts wage data to payroll records: Computes earnings from time sheets and work tickets, using calculator; operates

posting machine to compute and subtract deductions, such as income tax withholdings, social security payments, insurance, credit-union payments, and bond purchases; enters net wages on earning record card, check, checkstub, and payroll sheet. May prepare annual reports of earnings and income tax deductions; may keep records of sick leave pay and nontaxable wages; may prepare and distribute pay envelopes; May compute wages for employees working on bonus, commission, or piecework systems, and be designated as Bonus Clerk; Commission Clerk, etc.

BUSINESS SKILLS TRAINING PROGRAM

EMPLOYMENT OBJECTIVES

Advanced

BUSINESS SKILLS TRAINING PROGRAM

PROGRAM OVERVIEW

The Advanced Business/Clerical Training Program prepares clients for a career in advanced occupational training. The ultimate goal of the program is the full-time placement of all clients in meaningful employment which will lead to advancement and further individual career development.

Curriculum reflects advanced training in the secretarial areas of administrative, correspondence (word-processing) and business skills including accounting, bookkeeping, machine transcription, machine bookkeeping (Monroe LCC/60), stenography, etc. A variety of choices in occupational training includes a wide range of competencies and skills which can be matched with the individual's goals and capabilities.

EMPLOYMENT OBJECTIVES

Upon satisfactory completion of program training, including a 4-week externship in private industry, where indicated, client will be prepared for employment in the following:

Secretary, Administrative (D.O.T. #201.362) Advanced
Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail: Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by employer. Takes dictation in shorthand or Stenotype machine and transcribes notes on typewriter, or transcribes from voice recordings. Composes and types routine correspondence. Files correspondence and other records. Answers telephone and gives information to callers or routes calls to appropriate official and places outgoing calls. Schedules appointments for employer. Greets visitors, ascertains nature of business, and conducts visitors to employer or appropriate person. May not take dictation. May compile and type statistical reports. May supervise clerical workers. May keep personnel records. May record minutes of staff meetings.

Correspondence Secretary (D.O.T. #201.362) Advanced
Transcribes from handwritten, machine dictation, or printed copy. Types and codes material for machine operation. Handles typing of special correspondence, reports, and presentations for a variety of different departments. Develops efficient work station management (e.g., proofreading while text-editing equipment is playing back final copy or collating carbon copies, etc.). Is able to attend more than one machine during playout of merged material for repetitive letters. Keeps accurate records of work type. Files necessary materials of work completed. Assists in receiving, logging, distributing, and

otherwise controlling input to the correspondence center. Assists in equipment demonstrations.

Bookkeeping-Machine Operator, LCC/60 (D.O.T. #210.388) Advanced
Records complete set of records of financial transactions. Sorts documents to be posted, such as checks and debit and credit items. Verifies entries and summarizes balances, and totals to ensure accuracy. Prepares machine for operation; processes all work; maintains general ledger, records and micro-film work, if required. Prepares transmittal forms; corrects errors; makes adjustments. May balance daily cash. May maintain master recap.

Accounting Clerk/Bookkeeper (D.O.T. #216.482) Advanced
Performs variety of routine calculating, posting, and typing duties to accomplish accounting: Posts details of business transactions, such as allotment, disbursement, deductions from payrolls, pay and expense vouchers, remittances paid and due, checks, and claims. Totals accounts, using adding machine or calculator. Computes and records interest charges, refunds, costs of lost or damaged goods, freight or express charges, rentals, and similar items. May type vouchers, invoices, account statements, payrolls, periodic reports, and other records. May be designated according to type of accounting performed.

Transcribing Machine Operator (D.O.T. #203.582) Advanced
Transcribes letters, reports, or other recorded data, using transcribing (voice reproduction) machine and typewriter: Positions record or tape on machine spindle and sets needle on record, or threads tape through machine. Types message heard through earphones. Reads chart prepared by dictator to determine length of message and corrections to be made. May type unrecorded information such as name, address and date. May keep file of records. May condition records for reuse, using wax-shaving attachment. May receive and route callers. May be designated according to trade name of transcribing machine as Audiograph Operator; Dictaphone Operator; Ediphone Operator, etc.

Word Processing Operator (D.O.T. 203.362) Advanced
Types letters, reports, forms and tabulations from rough draft, corrected copy, or machine dictation onto magnetic media typewriters. Collates and distributes finished copy. Maintains file of magnetic cards with cross references, as needed.

Hospital Medical Transcriber (D.O.T. #203.582) Advanced
Transcribes dictation relating to one or more of the following--operative reports, medical histories and physical examinations, discharge summaries, consultation reports. Uses transcribing equipment and electric typewriter/word processing equipment. Types medical reports from doctors' dictation or copy. Places typed reports on charts if clerical support staff is unavailable. Works in hospital for many doctors.

Medical Office Transcriber (D.O.T. #203.582) Advanced
Transcribes dictation relating to one or more of the following--operative reports, medical histories and physical examinations, discharge summaries, consultation reports. Uses

transcribing equipment and electric typewriter. Types medical reports from doctor's dictation or copy. Works in medical office, usually for one doctor; may transcribe for a few (clinic).

APPENDIX U (Continued)

Evaluation Form

Evaluation Form

In order to assess the effectiveness of this Business Luncheon, we would appreciate your input. Please complete this form and return it to us before you leave today.

Was your participation in this event a worthwhile effort for your company? Yes_____ No_____
Comments____

____

Do you have suggestions for improving the business curriculum? Perhaps something you would like to see taught that is not now offered.

____

____

Have you suggestions for future meetings?_____________________________

____

How can we better serve your needs?___________________________________

____

What is your overall rating of this event?
EXCELLENT_____ GOOD_____ FAIR_____ POOR_____

Thank you for your attendance today. We enjoyed having you and appreciate your interest.

APPENDIX U (Continued)

Questionnaire

____
Name of Company (Optional)

____
Person completing the questionnaire (Optional)

Employers need to determine which applicants will match with the company and enable a satisfying relationship between the two parties. Please rate the following in the order of importance as they relate to evaluating applicants in your search for good employees.

	ALWAYS	FREQUENTLY	SELDOM	NEVER
1. Does your organization use a job description to define the required skills for positions which are open?	______	______	______	______
2. Has your organization found any of the following resources useful in finding qualified applicants?				
Vocational schools	______	______	______	______
Newspaper classified ads	______	______	______	______
Networking with related organizations	______	______	______	______
3. Please indicate which selection procedures your organization uses during the hiring process.				
Telephone Screening	______	______	______	______
Application Form	______	______	______	______
Resume Review	______	______	______	______
Reference Check	______	______	______	______
Proficiency Tests	______	______	______	______
Plain Copy Typing	______	______	______	______
Typing Letter from Unarranged Copy	______	______	______	______
Alphabetic Filing	______	______	______	______
Word Meanings	______	______	______	______
Spelling	______	______	______	______
Proofreading	______	______	______	______
Grammar	______	______	______	______

	ALWAYS	FREQUENTLY	SELDOM	NEVER
Other________________________	______	______	______	______
Personal Interview	______	______	______	______
Interview Appraisal Check List	______	______	______	______
4. Does your organization utilize a probation period?	______	______	______	______
5. Is a written contract provided the employee?	______	______	______	______
6. Please indicate the extent to which your organization offers the following:				
Paid medical	______	______	______	______
Paid sick days	______	______	______	______
Paid vacation days	______	______	______	______
Employee awards	______	______	______	______
Retirement	______	______	______	______
7. Does your organization provide training opportunities?	______	______	______	______
8. Are regular employee performance evaluations conducted?	______	______	______	______

APPENDIX U (Continued)

Thank You Letter to Advisory Members

(Educational Agency)
(Address)
(Date)

(Name of Business Person)
(Title)
(Company Name)
(Address)

Dear

I would like to take this opportunity to thank you for attending the Advisory Committee Meeting held on (date), at (Educational Agency).

The information that you provided will be used by our staff to strengthen the delivery of existing vocational training programs and modify future programs, when indicated. We have already integrated several of the suggestions that were made into the placement program, which all students must participate.

Your continued support is appreciated and will enable the (Educational Agency), to continue to offer effective and relevant vocational training for our participants.

Again, thank you for your interest!

Sincerely,

(Placement Specialist's Name)
(Title)
(Telephone Number)

APPENDIX U (Continued)

Newsletter

NEWSLETTER

On (date), our Business/Clerical Program had a meeting with business representatives to find out the hiring practices currently used so that the students could benefit from this information.

Some of the do's and don'ts looked for by the employers are the following:

1. Be sure to have your resume in front of you whenever you call a company. Many companies ask questions about your skills and clerical education when you call for an appointment to fill out the application form.

2. A properly completed application form is of primary importance. In fact, 2 out of 3 applicants are disqualified because the applicants haven't filled the application form correctly. Remember - every application form must have the school's phone and message numbers, your home phone number and all of your clerical skills (write them on the application form just as you wrote them on your resume). Every reference and former employer must have a telephone number listed (again, use the references from your resume and include addresses and phone numbers).

3. Leave a copy of your resume every time you fill out an application form. Keep your typing speed up. Come regularly to the Business Skills Center for the timed writings. Plain copy typing tests are common during the hiring process.

4. Review the list of commonly asked interview questions and answers prior to each interview.

5. During the meeting, several companies mentioned that they placed a lot of value on follow-up thank you letters mailed by the applicant after an interview. Don't forget that thank you letter! (We have sample letters to use as a guide.)

6. Look professional during the interview. Consult your grooming check list for the appropriate attire to wear.

7. Remember the update job search sessions every Monday at 8:00 a.m. Don't miss them!

APPENDIX V

PLACEMENT PROGRAM
SCHEDULE FOR CLIENT

APPENDIX V

Placement Program Schedule for Client

(Student's Name)

Schedule
for
Week One

(Date)

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-9	Job Search Orientation & Arrangement of Schedule	*Review of Job Search Competencies	Continue with Review of Competencies	Continue with Review of Competencies	Continue with Review of Competencies
9-10					
10-11					
11-12					
12-1	Lunch Counseling Sessions with Placement Specialist	Lunch Coaching on Job Search Competencies	Lunch Continue Coaching on Competencies	Lunch Continue Coaching on Competencies	Lunch Continue Coaching on Competencies
1-2					
2-3					
3-4					
4-5					

*Refer to flow chart and manual for detailed explanation.

APPENDIX V (Continued)

(Student's Name) __________

Schedule
for
Week Two
(and subsequent weeks until employment)

(Date) ________

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-9	1.Want Ad Review 2.Contact Employers	1.Want Ad Review 2.Contact Employers	1.Want Ad Review 2.Contact Employers	1.Want Ad Review 2.Contact Employers	1.Want Ad Review 2.Contact Employers
9-10	3.Make Appts. for Interviews 4.Make Appts./	3.Make Appts. for Interviews 4.Make Appts./	3.Make Appts. for Interviews 4.Make Appts./	3.Make Appts. for Interviews 4.Make Appts./	3.Make Appts. for Interview 4.Make Appts./
10-11	Applications 5.Schedule and Take Required Proficiency	Applications 5.Compose, Type and Mail Follow-Up	Applications 5.Schedule Counseling Session with	Applications 5.Compose, Type and Mail Follow-Up	Application 5.Maintain Records, Logs.
11-12	Tests (as, & when necessary)	Thank You Letters After Interviews	Placement Specialist	Thank You Letters After Interviews	
12-1	1."Pep Session" Group Talks	1.Register & Check With	1.Register & Check with	1.Follow-Up on Job Referrals	1.Follow-Up on Job Referra
1-2	with Placement Specialist 2.Keep Appts./ Interviews &	Employment Agencies 2.Keep Appts. / Interviews &	Community Agencies 2.Follow-Up on Job Referrals	2.Keep Appts./ Interviews & Applications as Scheduled	2.Keep Appts./ Interviews & Application as Schedule
2-3	Applications 3.Compose, Type and Mail Cover Letters	Applications 3.Follow-Up on Job Referrals	3.Keep Appts./ Interviews & Applications		
3-4	& Resumes				
4-5					

APPENDIX V (Continued)

(Student's Name)

Schedule
for
Week ____

(Date)

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-9					
9-10					
10-11					
11-12					
12-1					
1-2					
2-3					
3-4					
4-5					

APPENDIX W

COMPETENCY JOB
PREPARATION COMPETENCY EVALUATION
CHECK LIST

APPENDIX W

Client Job Preparation Competency Evaluation Check List

STUDENT NAME: ______________________________

Competency Statement	Met (✓) / Not Met (x)	Date	Method of Assessment

Method of Assessment:

Teaching Methods:

Audio-Visual ____________________ A
Bulletin Board ____________________ B
Chalkboard ____________________ C
Class Discussion ____________________ D
Demonstration ____________________ E
Game Playing ____________________ F
Guest Speaker ____________________ G
Handouts ____________________ H
Lecture ____________________ I
Role Playing ____________________ J
Reading Assignment ____________________ K
Other ____________________ L
____________________ M

Evaluation Methods:

Teacher-made Test ____________________ N
Question/Answer Period ____________________ O
Situation/Role ____________________ P
Return Demonstration ____________________ Q
Observation of Clinical Performance ____________________ R
Oral Quizzes ____________________ S
Workbook Assignment ____________________ T
Research Paper ____________________ U
Other ____________________ V
____________________ W
____________________ Y
____________________ Z

APPENDIX X

FOLLOW-UP

APPENDIX X

Follow-Up Letter to Employer

(Educational Agency)
(Address)
(City, State, Zip Code)
(Date)

(Company Name)
(Address)
(City, State, Zip Code)

Dear (Name):

In an effort to determine the effectiveness of vocational training programs in the district, employers of our recent students are being requested to sign the enclosed form to verify their employment. Your help in this matter will serve to continue to improve training to better serve the needs of the business community.

Thank you for your interest. Enclosed is a stamped, self-addressed envelope for your convenience.

Sincerely,

(Coordinator's Signature)
(Title)
(Program Name)
(Telephone Number)

APPENDIX X (Continued)

Follow-Up Letter to Client

(Educational Institution)
(Address)
(City, State, Zip Code)
(Date)

(Name)
(Address)
(City, State, Zip Code)

Dear (Name):

I called you this week and was told you had a job. Congratulations! We're proud of you. Please either call us to give us the name of the company, or use the stamped, self-addressed envelope I enclosed to write us with the information. Thank you for your attention to this matter.

Sincerely,

(Coordinator's Name)
(Coordinator's Telephone)

Enclosures: stamped envelope
employer information form

APPENDIX Y

EVALUATION STATUS REPORT

APPENDIX Y

Evaluation Status Report

Program Enrollment/Status Report

As of ______________
(date)

PLACEMENT
PROGRAM

Jurisdictional Area	Total No. Contracted	Enrolled to Date (cummulative)	Left Pgm	Currently Enrolled	Found Employment
Total					

Distribution:

Date Mailed

____
____
____

________________________ Placement Specialist

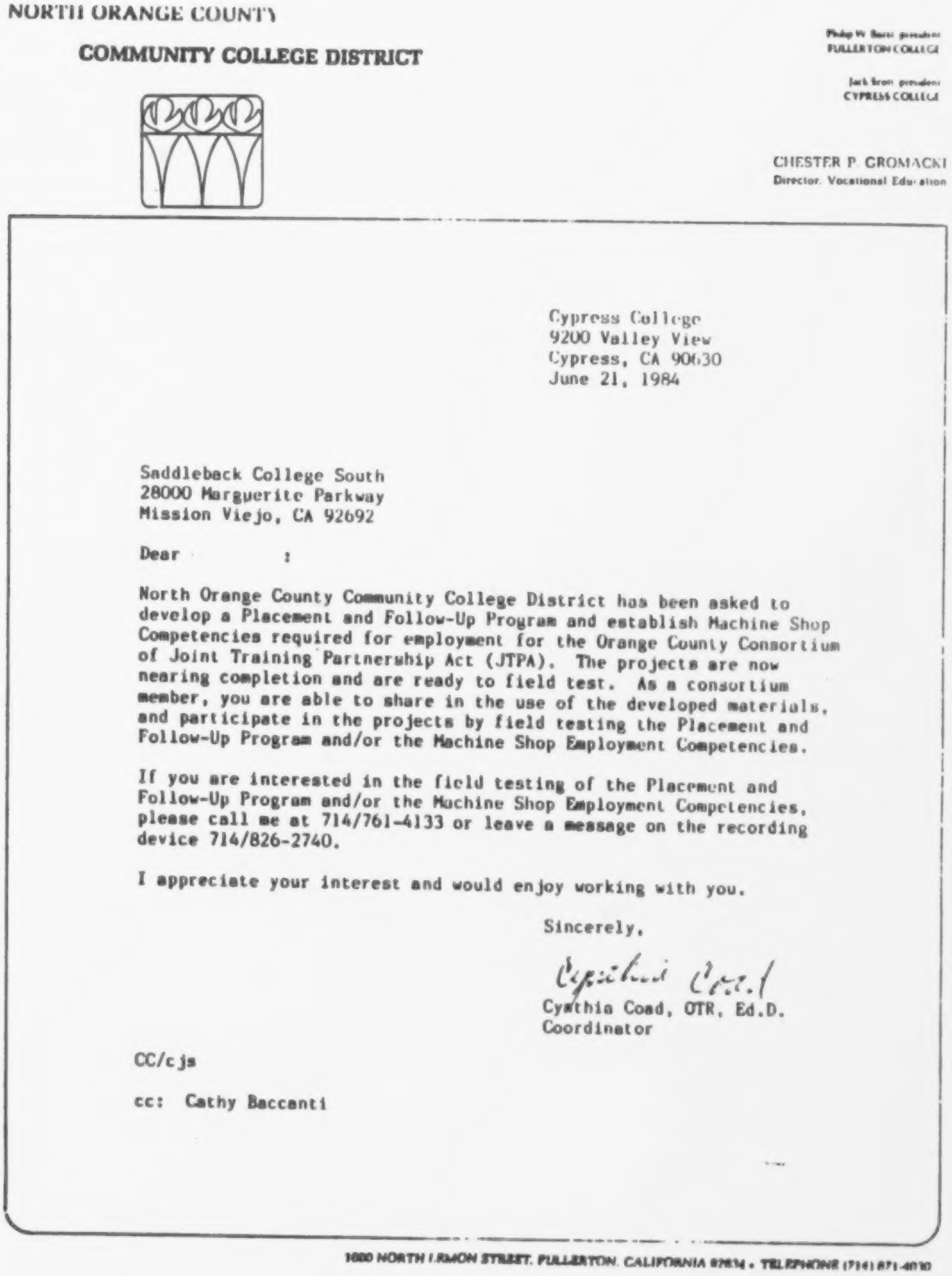
________________ Date

APPENDIX Z

FIELD TEST LETTER

APPENDIX Z

Field Test Letter



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

Philip W Borst president
FULLERTON COLLEGE

Jack Scott president
CYPRESS COLLEGE

CHESTER P. GROMACKI
Director, Vocational Education

Cypress College
9200 Valley View
Cypress, CA 90630
June 21, 1984

Saddleback College South
28000 Marguerite Parkway
Mission Viejo, CA 92692

Dear :

North Orange County Community College District has been asked to develop a Placement and Follow-Up Program and establish Machine Shop Competencies required for employment for the Orange County Consortium of Joint Training Partnership Act (JTPA). The projects are now nearing completion and are ready to field test. As a consortium member, you are able to share in the use of the developed materials, and participate in the projects by field testing the Placement and Follow-Up Program and/or the Machine Shop Employment Competencies.

If you are interested in the field testing of the Placement and Follow-Up Program and/or the Machine Shop Employment Competencies, please call me at 714/761-4133 or leave a message on the recording device 714/826-2740.

I appreciate your interest and would enjoy working with you.

Sincerely,

Cynthia Coad

Cynthia Coad, OTR, Ed.D.
Coordinator

CC/cjs

cc: Cathy Baccanti

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